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ANNUAL REPORT  
OF THE  
STATE SUPERINTENDENT  
OF  
PUBLIC SCHOOLS OF NEW JERSEY,  
FOR THE YEAR 1852.

1874.951  
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# REPORT.

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OFFICE OF THE SUPERINTENDENT OF PUBLIC SCHOOLS, {  
Pennington, January 15th, 1853. }

*To the Senate and General Assembly of  
the State of New Jersey :*

In compliance with the requirements of the law, the following report exhibiting the condition of our Public Schools is respectfully submitted :

But a few months have elapsed since I entered upon the duties of the office, a period far too short in a field of labor so extensive, varied, and complicated as that of our Common Schools, to exhibit satisfactory results as to the operations and progress of a system having for its object the education of the people, and depending chiefly for its efficiency and success upon the voluntary action of the people in their local district and township municipalities, yet an examination of the statistics accompanying this report (though somewhat defective in detail) will show a state of progression in the public mind, an increase in the local assessments for the support of Common Schools, of attendance of pupils, and the collection of other information of an interesting character, which will serve as a basis of useful inquiry and calculation as to the operation, improvement, and progress of our common school system.

A summary of the reports of the several town Superintendents received at this office exhibit the following results as to the operation of our common schools for the year ending, December 1852.

The whole number of townships in the state is one hundred and eighty six.

The number of townships from which reports have been received is one hundred and forty five, leaving forty one that have made no report as required by law.

The whole number of school districts in the state is fifteen hundred and sixty nine, being a diminution of forty three within the year.

The number of districts that have made reports to the Town Superintendents, is fourteen hundred and eighty-two, leaving eighty-seven that have made no report.

The number of children residing in all the school districts between the ages of five and eighteen years, as per the last annual returns made to the Town Superintendents is 152.046

The number of children reported as attending school the whole year is 11.385

The number reported as attending 9 months, 17.657

“ “ “ 6 “ 26.088

“ “ “ 3 “ 30.576

For periods not stated in the returns, 8.899

Making a total of	94.605
children who have attended school during the last year. Being an increase over the preceding year of	5.795
of this number seven hundred and sixty three were above the age of eighteen years, leaving as the whole number of those between the ages of five and eighteen years who have not attended school during the year,	58.204.

The above statement represents the condition of our common schools for the last year much below their actual condition as is apparent from the fact that fifty-six townships in their reports have given only the aggregate number of children in attendance at school, omitting to state how many of that number have attended any specific period during the year.

This in connection with the fact that we have in the state

three colleges, giving instruction to four hundred and thirty-five students, with an annual income of \$73,000.00 dollars, and two hundred and thirty one academies and other schools, with an attendance of over ten thousand pupils, and an annual income of \$235,281.00 (dollars,) among whom will be found many children embraced in the above census, will reduce still lower the number of those who have failed to receive during the past year, the benefits of common school instruction.

The amount of money appropriated to the support of common schools during the year ending December, 1852 as stated in the reports of the Town Superintendents is \$272,737.70

Raised by tax for that purpose \$121,399.18

Received from the state as reported, 56,903.29

Received from other sources specified in the returns being chiefly the interest on the surplus revenue 23,322.66

From sources not designated 71,112.57

This last item of \$71.112,57 (dollars) is taken from the reports of last year in those townships, from which this year, no report has been received and in which the source whence it was derived, is not specifically stated.

Of this sum \$23,096.71 is evidently derived from the state appropriation of \$80,000.00 and the remainder \$48,015.86 almost if not entirely from taxes, so that the items composing the aggregate amount of money raised and appropriated to the support of common schools for the year ending December 1852, will appear as follows:

Raised by tax	\$169,415.04	
State appropriation	80,000.00	
Other sources principally interest on surplus revenue,	23,322.66	
		\$272,737.70

Showing an increase in the amount of money raised for school purposes the past year over the preceding one, of \$21,878.19

The statistical tables accompanying this report, and of which the above is an abstract, comprise all the returns made to the State Superintendent up to the period of making this report, and present a pretty correct view of the magnitude, progress and wants of the common school enterprise, the power and spirit enlisted in its support, the improvement made, the results attained, and the cheering evidence of its ultimate success.

#### THE SCHOOL LAW.

The present school law is the last of a series of measures of educational legislation in New Jersey, the principle, progress, and operation of which, will be more strikingly exhibited by a brief reference to the acts which preceded it, and which in this connection will not I trust prove uninteresting.

The first step taken by the Legislature of New Jersey to provide means of education was in eighteen hundred and seventeen, when an act was passed "to create a fund for the support of free schools," under the provisions of which aided at various times by subsequent legislation and additional appropriations, the fund steadily increased until in eighteen hundred and twenty-eight, as appears from the report of a committee made to the House of Assembly, it amounted to two hundred and thirteen thousand eight hundred and forty dollars and twenty cents, when an act was passed augmenting the fund by appropriating "all the taxes hereafter received into the treasury from banking, insurance and other incorporated companies in this state, the capital stock of which is now or hereafter may be liable by law to be taxed, and the tax named amounting to about twelve thousand dollars per annum, was added to the fund.

In eighteen hundred and twenty-eight and nine, the attention of the legislature was again directed to the subject, and the committee to whom numerous petitions and memorials on that subject had been referred, reported "that the time has arrived when it is expedient to give the fund its practical operation, to realize the benefits it was intended to yield, and



to dispense its bounties in a way which may at once satisfy the wants of the people, and stimulate them to greater exertions," an act was passed appropriating annually twenty thousand dollars out of the fund, for the support of schools, apportioning the same among the several counties of the state, in the ratio in which they paid taxes for the support of the state government, and requiring the inhabitants of the respective townships at their annual town meetings to decide whether they would raise any sum by taxation as a condition upon which they should be entitled to receive their apportionment.

This act continued in force for about two years, was found inadequate to the wants of the people and was repealed by the act of eighteen hundred and thirty-one.

This act was based upon the same false and erroneous principles of its predecessors, recommended the townships to raise by tax an annual sum to aid the fund, but did not require it as a condition upon which they should be entitled to their respective quotas, it also gave the townships authority to appropriate the same exclusively to the education of the poor, but whether they who because of their poverty and destitution were most in need of education and intended by the legislature to be the recipients of its bounty, ever realized its benefits we have no means of determining, as a system it proved a failure and was repealed by the act of eighteen hundred and thirty-eight.

The act of eighteen hundred and thirty-eight increased the annual appropriation out of the income of the school fund to thirty thousand dollars and apportioned the same among the several counties of the state in the same manner, and upon the same principle, as the preceding acts had done, provided for the election of a school committee in the respective townships, with power to set off and divide their townships into convenient school districts, authorized the election of trustees in the several school districts and conferred upon them authority to regulate and control all matters pertaining to the schools of their respective districts.

This act also authorized the board of chosen freeholders in

each county "to choose a board of examiners for the examination and license of suitable persons as teachers of public schools in and for said county, gave to the inhabitants of the townships authority to raise by tax or otherwise such additional sum of money as they might deem proper, not exceeding double the amount of the apportionment to said township and making also the same provisions for the establishment of parochial schools as is made by the twelfth section of the act of eighteen hundred and forty-six.

This was followed in eighteen hundred and forty-six, by an act similar in its provisions based upon the same principles, and provided for the election in the several townships of the state, of town superintendents and vesting in them, the same power and authority as was by the act of eighteen hundred and twenty-eight, conferred on the school committee.

This act also created the office of State Superintendent, and in all its provisions continued in force until eighteen hundred and fifty-one, when the legislature actuated by the principle that it was the duty of the state to make more liberal provision for general education upon principles more just and equitable, with great unanimity passed a supplement to the act of eighteen hundred and forty-six, by which the annual appropriation out of the income of the school fund was increased to forty thousand dollars, and appropriating a like sum directly out of the State Treasury, thus increasing the annual appropriation for school purposes to eighty thousand dollars, and apportioning the same among the counties of the state, "in the ratio of the population thereof as ascertained by the last preceding census, and authorizing the people to supply by taxes voluntarily imposed," such further sum of money as they may deem proper for the support of public schools, not exceeding three dollars for each child contained in the lists transmitted by the several district trustees to the Town Superintendents," making also provision for the repairing, enlarging and building of school houses, the incorporation of school districts, and the establishment therein of free schools,

when two thirds of the taxable inhabitants thereof, shall so determine.

This with the act of eighteen hundred and forty-six, to which it is a supplement, is now the law in force. A law more liberal in its provisions than any that preceded it, and based upon more just and equitable principles, apportioning the money appropriated under it, not according to the basis of taxation, the evidence only of wealth, possessing the least pauperism, but making population the basis of apportionment, thus securing to those possessing less of the wealth of the community but more of the poor and uneducated, those blessings which it is their right and privilege to enjoy.

Experience may and probably does demand, to meet the wants of an increasing population, some modification of the law, especially if in carrying out its provisions it shall fail to accomplish the grand object of its design, or effect injuriously any considerable portion of the people, whether the period has arrived when the enactment on this subject should be changed is for the wisdom of the legislature to determine.

The mission of our common schools is a high and holy one, involving interests so vast, extensive and important, that the system upon which they are based should not be rashly established or rashly changed, but requiring simplicity, uniformity and permanency of operation, comprehensiveness of design in keeping with the genius of our government and the character of our republican institutions, adapted to the wants, the spirit and character of the age, imparting life, vigour, efficiency and success to all its operations, and realizing in its glad consummation the free and universal education of the young and rising generation, prepared by the appropriate culture of their physical, intellectual, and moral powers to discharge with fidelity and success, the important trust committed to their care.

To this end and for this object, ample provision should be made, and means provided to make easily accessible to every child within the limits of the state, whatever his birth, circumstances or situation, the great fountains of knowledge and truth, as the summer cloud floats from the west to shed its

treasures upon the thirsty earth, so should the common school be open and free to all who are athirst for knowledge, desiring to drink at its pure fountains and public opinion that sovereign in representative governments is in harmony with its principles.

Having said thus much concerning the operation of our common schools and the legislation that has been had concerning them as illustrating the theory of our school system, I would direct the attention of the Legislature to other considerations not less interesting and important connected with its practice, for while the former owes its existence to legislation, the latter depends upon the popular will; and as our laws are designed rather to give the several townships the requisite power for maintaining good schools, than to create and sustain them by state authority, the efficiency of the system must after all depend upon the people, without whose cordial co-operation and support it cannot succeed, efforts therefore should be made to diffuse among the people correct information upon the subject of popular education, to excite and keep alive in them that interest which is now beginning to be so sensibly felt, and generally acknowledged, to enlist their sympathies in its behalf, and thus by their efforts, united and concentrated, aid in placing our common schools upon a firm and successful basis, and give to them a more certain and decided impulse, an impulse, more universal, more vigorous, more hearty, an interest which comprehending fully the importance, magnitude, and wants of the enterprise shall bring not only their sympathies, but hearts into a more intimate union and companionship with it.

In this connection it affords me great pleasure to say that at no former period in the history of the state has a greater interest been felt on this subject, as is evinced not only by the reports of the town Superintendents, but by extensive personal observation while attending many large and enthusiastic assemblies of the people, convened for the purpose of considering the claims of education upon them, and the strong and ardent desire manifested by them of rendering this engine of social happiness and political security as complete, extensive, effica-

cious and enduring as the wants of the enterprise demand and their means would allow, and in this do we behold the surest evidence of its complete and ultimate success.

As an inducement to greater efforts on the part of the people, I would recommend such additional appropriations for the support of common schools, as the wants of the people require and the state of the treasury will allow.

While this change is going on in the public mind, creating a well merited confidence in the principles of the system and aiming at further advances in legislation or otherwise in its perfection, direct efforts must be made to improve the character of our primary schools.

How is this to be done ! just as is done to remedy the consequences of ignorance and quackery in any other department, educate men for the business of teaching, and employ and pay them when educated. It is thought to be bad economy to commit the life and health of a sick child to a mere pretender in medicine, and is it not greater folly in this our proud Republic (which must stand if it stand at all by the intelligence and virtue of the people,) to commit to the quack Pedagogue the training and education of the youthful mind, an employment, often requiring more skill in intellectual and moral philosophy, more knowledge of human nature, indeed more common sense and acquaintance with character than any other professional employment.

The profession of teaching is one of the most exalted and dignified pursuits in which a person can engage, requiring for the faithful discharge of its duties qualifications of a high order, producing in them a strong sympathy with the objects and aims to be accomplished, qualifications that shall enable them to feel the impulse of the great movement with which they are connected, and of which their labors constitute so important a part, bringing with them into the performance of this great work that laborious preparation and careful discipline that will enable them faithfully to discharge the important trust committed to their care.

During the past year as appears from the returns made to

this office, there has been employed in our primary schools fourteen hundred and sixty seven teachers, nine hundred and ninety five of whom were males, and four hundred and seventy two were females, many of whom were eminently qualified for the discharge of the arduous and responsible duties of the office, while there is too much reason to believe many others were greatly deficient.

In view of the immediate wants in this department of the work, and of the fact that the state has made no provision for supplying the means by which it is generally believed, this want may to some extent be supplied. I would recommend the appropriation by the legislature of one hundred dollars to every county in which a teachers institute shall be held during the present year, the institute to be in session at least one week, and to be under the control of such competent persons as the state Superintendent or other person named by the legislature shall approve.

This is an instrumentality now generally admitted as being eminently successful, not only in directing the attention of the people to the importance of education and of diffusing among them correct and enlarged views on the subject, but by bringing the teachers together awakens in them a proper appreciation of the responsibilities of the work in which they are engaged, acquaints them with the best methods of instruction and discipline, excites in their minds a love of study, presents before them the best plans and methods of operation, thus supplying a want hitherto unprovided for "the art of teaching," an aim which is the pressing want of our common school system, and which is capable if rightly employed of being rendered an instrument of great power and efficiency, and as a public measure, should receive that encouragement and support which its importance in the economy of our system demands.

Other matters of interest in connection with our common schools press on my attention, but I must close this report, commending to your special attention and consideration, the cause of common school education, believing that there are no

interests of the state more important or requiring greater experience and wisdom in legislation.

It is a noble work, the foundation of which should be securely laid in the education, intellectual and moral of the children, not only of this state, but of this nation, whose fruit will hereafter appear in the bearing onward and upward of our country to a high and noble destiny.

With the confident belief that the subject will receive at your hands that attention its importance demands this report is respectfully submitted.

JOHN H. PHILLIPS,  
State Superintendent.





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# STATEMENTS

ACCOMPANYING THE

# SUPERINTENDENT'S REPORT.

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*An Abstract from the Returns of the Public Schools of the several Townships and Counties of the State of  
New Jersey, for the year ending December, 1852.*

**COUNTIES & TOWNSHIPS.**

	Whole number of districts in the township.	Number from which reports have been received.	Number of children residing in the township, between the ages of 5 and 18 years.	Number who have attended school 3 months.	Number who have attended 6 months.	Number who have attended 9 months.	Number who have attended 12 months.	Number over 18 who have attended.	Number of colored children taught.	Whole No. of children taught.	Average number of months the school has been kept open.	Terms of tuition.	Amount of money raised by tax for the support of schools.	Amount received from the state.	Amount received from other sources, specified in the returns.	Amount received from sources not specified.	Number of teachers.	Male.	Female.	Total amount appropriated for school purposes.
<b>MERCER.</b> —Population 27,992.																				
East Windsor .....	12	12	916	.....	.....	.....	.....	.....	9	576	10	\$2 00	\$2,000 00	\$492 44	\$382 50	.....	14	11	3	\$2,874 94
*Ewing .....	5	5	375	.....	.....	.....	.....	.....	12	164	9 $\frac{1}{2}$	2 00	.....	.....	.....	\$396 80	22	16	6	396 80
Hamilton .....	10	10	935	300	200	150	6	6	800	10	.....	.....	2,817 00	522 55	.....	.....	17	12	5	3,339 55
Hopewell .....	17	12	1075	500	500	450	400	20	550	9	.....	2 00	584 36	584 36	.....	.....	17	12	5	1,168 74
Lawrence .....	8	8	570	166	166	148	.....	6	407	10 $\frac{1}{2}$	.....	2 00	602 00	542 32	.....	.....	8	4	4	1,144 32
*Nottingham .....	1	1	290	.....	.....	.....	.....	.....	65	.....	.....	2 00	.....	.....	.....	227 15	5	4	1	227 15
Princeton .....	5	5	679	320	.....	.....	.....	50	350	9	.....	2 15	650 00	650 00	69 47	.....	18	2	16	1,369 47
Trenton .....	1	1	381	.....	.....	.....	.....	55	1225	12	.....	FREE.	3,400 00	1,709 99	.....	.....	.....	.....	.....	5,109 99
West Windsor .....	11	9	575	.....	.....	.....	.....	.....	408	.....	.....	.....	300 00	313 80	249 46	.....	.....	.....	.....	568 26
	70	63	8,590	1166	1286	798	1720	6	158	4,545	10	\$2 02	\$10,353 36	\$4,815 46	\$701 43	\$623 95	84	84	35	\$16,494 22
<b>MIDDLESEX.</b> —Pop. 28,635																				
Monroe .....	15	15	968	.....	.....	.....	.....	.....	5	530	9	\$2 00	\$900 00	\$584 85	.....	.....	14	10	4	\$1,484 85
North Brunswick .....	12	.....	2785	.....	480	.....	.....	.....	1765	10 $\frac{1}{2}$	.....	FREE.	7,803 00	1,463 23	.....	.....	18	11	7	9,266 23
*South Brunswick .....	17	17	1098	.....	.....	.....	.....	.....	640	10	.....	.....	.....	.....	.....	\$1,692 28	.....	.....	.....	1,692 28
Perth Amboy .....	1	1	620	.....	.....	.....	.....	.....	366	10	.....	FREE.	656 00	357 33	.....	.....	3	1	2	1,013 33
South Amboy .....	12	.....	835	.....	.....	.....	.....	.....	467	.....	.....	.....	500 00	442 18	.....	.....	.....	.....	.....	942 18
Piscataway .....	12	12	932	169	150	425	300	27	33	675	10 $\frac{1}{2}$	2 50	2,000 00	579 58	\$732 43	.....	12	10	2	3,312 01
Woodbridge .....	17	17	1690	670	650	.....	.....	30	893	9	.....	51 $\frac{1}{2}$	3,380 00	884 82	133 82	.....	17	11	6	4,403 64
*Taken from last report.	86	62	8,928	839	800	905	300	27	70	5,336	9 $\frac{1}{2}$	\$1 67	\$15,239 00	\$4,311 99	\$371 25	\$1,692 28	64	43	21	\$22,114 62







WARREN.—Population 22,358.														
Blainstown	9	8	483	195	154	03	25	27	3	384	7	\$2 00	\$183 77	\$127 59
Belvidere	3	6	329	200	215	60	...	...	6	245	11	...	171 27	111 00
*Franklin	3	6	400	200	215	60	...	...	3	475	10	2 00	...	...
Frelinghuysen	11	11	402	54	...	...	165	6	1	392	9	...	...	\$962 49
Greenwich	12	10	886	590	425	360	...	...	15	664	7	2 00	481 10	136 13
Harmony	8	7	458	350	240	200	180	5	...	425	11	2 00	223 35	102 58
Harwick	7	7	291	109	60	52	63	12	2	284	9	1 75	137 69	60 54
Hopewell	11	11	568	...	...	...	...	...	...	298	81	1 75	162 83	...
Independence	13	13	934	...	...	...	...	...	...	395	7	2 00	221 89	284 38
Knowlton	8	8	460	400	200	110	...	...	...	410	8	2 00	220 00	154 00
*Mansfield	7	7	492	127	123	151	...	...	1	401	9	2 00	...	...
*Oxford	9	9	630	...	...	...	...	...	7	436	8	2 00	...	...
*Pahquary	4	4	161	89	...	36	...	...	3	125	71	...	...	159 41
Phillipsburg	6	6	573	93	198	230	34	9	4	568	11	FREE.	271 10	141 02
Washington	8	8	474	216	230	151	...	...	4	347	3	2 00	216 00	116 00
BURLINGTON.—Pop. 43,203.														
Bordentown	122	118	7,541	2423	1843	1443	467	59	49	5,849	81	\$1 98	\$2,545 04	\$1,233 24
*Burlington	3	3	1053	594	576	...	...	...	45	594	51	\$2 00	\$520 00	\$650 62
Chester	14	14	1184	480	384	139	23	...	...	610	10	...	598 30	369 51
Chesterfield	3	3	417	350	300	275	200	5	20	375	9	2 50	424 20	...
Evesham	14	14	1081	...	...	...	...	...	50	500	9	FREE.	545 80	339 82
Mansfield	9	9	811	...	...	...	...	1	8	403	10	2 16	411 00	...
Medford	10	10	958	400	200	12	...	...	8	700	9	3 00	483 70	...
Little Egg Harbor	9	9	760	63	86	116	453	...	7	717	5	2 00	378 70	99 36
New Hanover	6	6	766	253	110	41	21	7	5	437	7	2 28	386 70	270 62
Northampton	3	3	902	50	...	298	...	...	51	369	9	1 55	455 40	246 97
Penbenton	8	8	821	224	137	21	18	17	4	624	9	2 64	414 00	199 56
Springfield	6	6	585	193	109	91	36	7	8	444	10	2 50	295 35	420 24
Southampton	12	12	1047	370	255	200	...	71	5	996	11	2 25	2,094 00	320 00
Washington	7	7	577	181	396	...	...	...	...	577	4	2 25	298 92	...
*West Hampton	4	4	517	281	78	17	...	...	...	390	9	...	...	...
*Willingborough	...	...	...	...	...	...	...	...	...	...	...	...	...	...
CAPE MAY.—Pop. 6,433.														
Dennis	114	107	12,709	3439	2631	1180	751	122	313	8,732	81	\$2 28	\$5,741 43	\$2,916 70
Lower	6	6	542	205	152	...	...	1	1	357	5	\$1 40	\$360 73	\$78 22
*Middle	5	5	400	...	120	100	...	...	10	220	71	1 40	190 00	74 00
Upper	7	7	436	80	197	113	...	20	...	380	6	...	...	...
*Taken from last report.														
	25	25	1,947	525	549	273	...	21	11	1,367	61	\$1 40	\$871 82	\$160 22

\*Taken from last report.

## COUNTIES &amp; TOWNSHIPS.

COUNTIES & TOWNSHIPS.	Whole number of districts in the township.	No. from which reports have been received.	Number of children residing in the township, between the ages of 5 and 18 years.	No. who have attended school 3 months.	Number who have attended 6 months.	Number who have attended 9 months.	Number who have attended 12 months.	Number over 18 who have attended.	No. of colored children taught.	Whole No. of children taught.	Average number of months the school has been kept open.	Terms of tuition.	Amount of money raised by tax for the support of schools.	Amount received from the state.	Amount received from other sources, specified in the re- turns.	Amount received from sources not specified.	Number of teachers.	Male.	Female.	Total amount appropriated for school purposes.
CAMDEN.—Population 25,422.																				
*Camden	12	9	1220	200	117	100	—	—	45	417	9	FREE.	—	\$461 16	\$250 00	\$1,300 00	—	—	—	\$1,300 00
*Delaware	1	9	903	280	350	20	—	—	—	695	9	\$2 10	\$500 00	427 04	—	—	—	—	—	711 16
*Gloucester	3	5	831	—	—	—	—	—	—	415	12	\$2 60	1,020 00	374 34	—	—	—	5	4	1,027 04
*Newton	3	5	734	70	240	270	40	—	65	622	8	\$2 50	2,025 00	539 60	—	—	—	5	2	2,564 60
*Union	6	6	1019	700	600	400	300	50	75	700	9	\$2 50	2,025 00	369 64	160 82	—	8	6	2	2,564 60
*Washington	11	11	719	154	394	72	10	16	2	632	7	\$2 50	350 00	369 64	50 00	—	10	9	1	880 46
*Waterford	6	6	566	235	120	42	39	3	5	444	9	\$2 30	1,050 00	363 00	50 00	—	6	6	—	1,463 00
*Winslow	6	—	452	—	—	—	—	—	—	225	6	\$2 25	—	—	—	398 16	—	—	—	398 16
HUDSON.—Population 21,821.																				
*Bergen	52	44	6,444	1639	1821	784	409	71	192	4,150	8½	\$2 31	\$5,045 00	\$2,537 78	\$460 82	\$1,698 16	33	26	7	\$9,741 76
*Harrison	5	5	885	—	—	—	—	—	—	561	11	\$1 50	—	—	—	\$2,402 25	—	—	—	2,402 25
*Hoboken	3	3	339	40	48	38	—	—	3	116	12	\$1 50	—	—	—	1,094 83	—	—	—	1,094 83
*Jersey City	1	1	606	115	131	201	—	—	—	447	11	FREE.	—	—	—	2,847 13	—	—	—	2,847 13
*North Bergen	1	1	1,255	681	330	300	227	—	—	1,020	12	FREE.	\$2,000 00	\$588 16	—	7,000 00	8	7	1	7,000 00
GLOUCESTER.—Pop. 14,655.																				
*Dopfont	18	18	5,205	836	509	529	227	—	3	3,344	11½	\$1 50½	2,000 00	\$588 16	—	\$13,434 21	8	7	1	16,022 37
*Franklin	8	8	995	455	116	48	—	—	36	619	6	\$2 00	\$129 60	\$484 18	\$254 58	—	15	9	6	\$968 36
*Greenwich	12	12	1017	430	220	200	150	25	4	1021	9½	\$2 50	1,500 00	679 89	—	—	14	12	2	2,179 89
*Hoboken	10	10	1070	443	309	107	7	—	1	874	9	—	—	755 84	—	—	10	4	6	756 84
*Hoboken	11	11	781	775	430	300	175	5	2	775	8	\$3 50	990 00	381 05	50 00	—	12	5	7	1,421 06
*Woodwich	11	11	1143	—	—	—	—	—	42	975	9	—	600 00	543 16	212 88	—	21	9	12	1,356 04
*Taken from last report.	52	52	5,006	2103	1075	645	332	50	86	4,264	8½	\$2 50	\$3,219 60	\$2,844 12	\$617 46	—	72	39	33	\$6,681 18







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## APPENDIX.

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# APPENDIX.

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EXTRACTS FROM REPORTS OF TOWNSHIP SUPERINTENDENTS.

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## BERGEN COUNTY.

### HACKENSACK TOWNSHIP.

All the schools are supplied with teachers ; but the teachers of the Union Districts, whose school houses are located without the limits of this township, are not enumerated in the annexed report.

The schools generally have been kept open the time mentioned, with the exception of the usual vacations.

It is a difficult matter to report correctly the number who have attended three, six, nine and twelve months. The teachers and trustees do not possess the required information ; and, in many districts, the frequent change of teachers makes it almost impossible to arrive at a correct result. Were it made obligatory on the trustees when they are about preparing their annual report of the number of children residing in their respective districts, between the ages of five and eighteen years, to inquire of the parents the number that can read and write, and the length of time they have attended school the preceding year, more reliable information could be gathered than from

any other source. It is quite certain that there are very few, if any, in the township, over ten years of age, who are unable to read and write; and there is no other way to account for the wide discrepancy between the number of those residing in the township and those who are reported as having attended school, that by supposing—1st, that very many of tender age attend no school, but are taught at home; 2d, that a corresponding number leave school when they are sixteen or seventeen years old, or perhaps earlier; and 3d, that there are others who attend in winter who are otherwise engaged during the summer, and such as are regular in their attendance in the milder seasons of spring and autumn are confined at home in the inclement months of winter.

The schools are generally in a prosperous condition, but there still remains a wide margin for improvement.

A Teachers' Institute was very recently organized in this county under encouraging circumstances. A constitution has been adopted and two meetings have been held within a fortnight. The spirit manifested by the teachers and others engaged in the proceedings gives assurance that the institute will be useful and permanent. It is to be regretted, however, that the superintendents and teachers of the remote townships have not so generally attended as was expected and desired; but it is believed that when information respecting the objects of the institute shall have been more widely circulated, a general interest will be awakened and the benefits more widely diffused. To accomplish these objects, the future meetings will be held in the several townships. Thus far, in addition to the proceedings incident to the perfecting of their organization, very able addresses have been delivered by the teachers themselves on the subject of teaching and the management of schools. Should the legislature, at their approaching session, appropriate the funds for the purpose, the services of some competent person will be engaged to instruct the teachers in the best modes of imparting instruction to the pupils committed to their charge.

In the schools a great variety of books are used, so that there

are scarcely two schools having all their books alike. It is to be hoped that the institute will give early attention to the matter, with a view to introduce the best elementary works, and so promote uniformity.

In the Fort Lee district, incorporated by a special act, \$1000 were raised by district tax, in addition to the sums derived from the state and township, to support a free school. In several other districts incorporated under the general act, money has been raised by local tax to alter and repair school houses, in sums varying from \$50 to \$200, and upwards.

JOHN VAN BRUNT.

#### HARRINGTON TOWNSHIP.

In accordance with the act relative to public schools, the state and condition thereof is hereby presented.

The number of districts and parts of districts are seven.

The average number of months school has been taught in the township is seven.

The number of scholars in the township between the ages of five and eighteen years is three hundred and ninety-four.

The average number of scholars that attend the different schools throughout the township is one hundred and ninety.

Having visited the several schools it is pleasing to observe the progressive condition of the same, so much so, that I think this part of New Jersey will not remain much longer behind the age, if it wholly depends upon the teachers, as apparently it does, for the want of the cooperation of the parents.

The teachers are all unmarried men, excepting one, and have been duly examined according to law.

The school houses are all built of wood, with one room and in a tolerably good and comfortable condition. Not one has any play-ground attached to it, saving the road. The price of tuition ranges from one dollar and fifty cents to two dollars and forty cents per quarter.

The people do not appear to be satisfied with anything short of good teachers; but in my opinion it is nothing more or less than that each individual, taken separately and singly, desires to reap the greatest benefit from the public money, and for that reason there always has, and always will be a disturbance in this small township of Harrington.

And by reason of this disturbance they do not appreciate, either the time the teacher bestows upon the children nor his talents, but cast him off as worthless, and look for another; neither do they want to share any of the burden with him in instructing their children.

I do not consider it to be the duty of the trustees alone, to visit the schools, but of every individual in the township, if he takes any interest in the cause of education, to visit the school in his own district oftener than they do, (which in too many cases is not done at all by either *trustees* or private *individuals*,) if they desire their children to advance in knowledge and the cause of education to rise.

The books most in use are as follows: McGuffey's series of readers, Mitchell's geography, Smith's grammar, Davie's algebra, &c. I also find a great want of books of any kind whatever; many children are sent to school without any book; into which I think it is the imperative duty of the trustees to examine, and furnish such with books as have none.

The amount of school money received from the state is \$111 87

The amount handed me by my predecessor of 1851

is equal to	141 72
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Part of the township tax, equal to	400 00
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Total	\$653 59
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Which is the whole amount that I have received up to this date.

The balance of the township tax is still remaining with the township collector, together with the interest of the surplus revenue.

JACOB B. BOGERT.



## LODI TOWNSHIP.

Being more than ordinarily engaged since the time of my appointment to the office of town superintendent, I have not been able to attend strictly to the letter of the law, regarding the duties of my office, but though I have thus been denied the pleasure of performing some of my duties, I am not unwilling to bear my humble testimony to the progressive attitude of the cause of education generally in this township. Perhaps no period of our history has ever been so encouraging as the present—a step has been taken in the right direction, and I feel already that the dawn of a brighter day is at hand. The sordid and selfish principles so often manifested in the pecuniary support of schools, are gradually giving place to those of an exalted liberality, and the cause is fast assuming that position which its vast importance demands. I am aware there has been a great deal of legislation on the subject of common schools, but this I am also certain of, that *there must be more yet*, and amendments and supplements must be yearly multiplied until our legislators are wise enough to profit by the wisdom—or rather the follies of others.

No state of New England has superior natural advantages to New Jersey, yet there is a vast difference in point of prosperity; and to what is this attributable? The main spring of that prosperity is her free school system. Why then should we linger to our serious disadvantage, be so far in the background, and pursue the same system of experiments which have proved so inadequate elsewhere. It is true by the late supplement to the school law, individual districts have the privilege of incorporation and direct taxation for the maintainance of free schools; but generally the less liberal districts—those most requiring legislative aid, are in the same position as they were prior to the enactment of the supplement. Something more is wanting yet to put the system in proper working order, viz: *An act establishing Free Schools throughout the State*, which will in my opinion be well received generally. ✓

The trustees of the incorporated district No. 3, comprising the village of Lodi and vicinity, have erected an excellent school house during the past fall, to accommodate one hundred and fifty scholars, at a cost of nearly two thousand dollars. The school is in a flourishing condition and will probably remain so, as the salary paid the teacher (six hundred dollars per annum) is considered sufficient to secure the services of men of talent. The number in attendance at this school is nearly double the aggregate of the other two, being from eighty to one hundred, and all under one teacher.

The inadequate compensation generally awarded to our teachers is one of the greatest obstacles to the prosperity of our schools. We must make the profession attractive—make it sufficiently remunerative to induce the right class of men to engage in it—men of proper tact and education, otherwise we must continue to suffer the inevitable consequences resulting from the labors of inexperienced and second rate teachers—the cullings of New England and New York.

DANIEL ROMAINE.

#### WASHINGTON TOWNSHIP

I did not receive the form of the report until the 10th of December, 1852. I had then drawn the form according to last year's report, not knowing that I would receive a different form. It appears to me that if the forms which were sent this year, (1852) were intended for 1853, there would be a better opportunity of having them correct, particularly that part which relates to the time that children attend school. Would it be well to send copies of the form to some one of the trustees in each district for next year's report?

There are five whole districts in this township and five part or union districts. The school houses are all frame buildings, and they are all old and in a decayed condition, with one ex-

ception. Three of them, have each one room on a floor, and two have two rooms, or an entry and a school room; the play ground to each is the highway. The teachers of this township appear generally qualified for their occupation, their schools being quiet and orderly, the discipline being moral suasion, rewards and the rod, combined. Books most in use are Saunders' and McGuffey's readers, Willets' arithmetic, with Thomson's mental, Morse's and Smith's geography, with Mitchell's primary. I received of my predecessor seventy-seven dollars and eighty-eight cents, unexpended money of the preceding year, all of which I have expended in accordance with his account.

Of the state appropriation, two hundred and sixty-six dollars and fifty-six cents, (one-half of which I have received) ninety dollars and ninety-four cents has been expended for teacher's salary, according to law, leaving a balance on hand of forty-three dollars and twenty-eight cents.

You will perceive by the report that the inhabitants of Washington township have not yet adopted the new school law, which gives them the privilege of raising a school fund by tax; they are behind many of their sister townships in this respect.

The principal objection or rather one of the objections to this act seems to be the time, the eighteen years that all are allowed to send to school. In general the poor cannot send so long; this seems to be the only plausible reason that can be brought against it. Would that our legislature would change the time like it was. I think the people would then be induced to give it a fair trial. We know that long established usages are often hard to change, even though better usages are offered to supply their place.

LAWRENCE VAN HORN.

## BURLINGTON COUNTY.

## BORDENTOWN TOWNSHIP.

I herewith, in accordance with the thirteenth section of the "Act establishing public schools," transmit a report of the condition of the several schools in the "township of Bordentown." The report is made out from April 1st, 1852 to October 1st, 1852, a period, as you will perceive, of six months only. For this apparent informality, I beg to say as a palliative, if not entirely a justification of what might be otherwise thought negligence on my part, that anterior to the date of the organization of this township, (March 11th, 1852,) the reports (if any were made) were forwarded to the superintendents under whose jurisdiction the schools (now within the township of Bordentown) then existed.

I regret to say that the condition of the public schools are not such as every friend of education must desire to see them. This arises from a combination of causes—the principal one, however, is the following:—In consequence of the indifference heretofore manifested by the inhabitants, Bordentown district, containing seven of the nine schools reported, does not possess a single school building which it can claim as its own. The places appropriated to school purposes are either apartments in buildings erected for private residences, or built by private enterprise, with scarcely any regard to ventilation, light, &c., so necessary for the health and progress of a pupil.

The consequence is, that should the trustees (as has been the case,) desire to revoke a teacher's license and employ another teacher, they are restrained from so doing by the fact that the unworthy teacher has exclusive possession of the only available school building not occupied, and the trustees find themselves unable to procure a suitable room for the new one.

Prior to the 1st of July, 1852, it was the custom to appropriate the moneys received from the state and township to each teacher in proportion to the daily attendance of scholars, (the teachers having terms of tuition varying in amounts from three to five dollars,) and in the event of the state and township appropriations being insufficient in amount to pay the full charge of three or five dollars, bills were made out against the parents. Since then a different arrangement has been effected, which is thought to be more in conformity with the law. The teachers are now paid an annual salary, in quarterly instalments, at the rate—to male teachers, six hundred dollars per annum for teaching fifty scholars, and to female teachers, two hundred and fifty dollars for fifty scholars. The trustees of Bordentown district, acting in conformity with the expressed wishes of the inhabitants, in general meeting assembled, have availed themselves of the benefits of the act supplementary to the “Act establishing public schools,” and become incorporated. At a subsequent meeting called by the trustees, “to take into consideration the propriety of devising means to erect a school building,” it was ordered by a large vote to raise by tax the sum of four thousand dollars for that purpose. They also appointed a committee of three to act in conjunction with the trustees in carrying out their resolve. The drawings and specifications have since been made, and the contract awarded for its speedy erection.

The inhabitants generally are favorable to popular education, but objections exist in the minds of many as to the mode by which the means for the maintenance of free schools is raised. What they desire is that the state shall appropriate an amount sufficient to give every child the benefits of a common school education, and for whatever deficiency there may be in the state treasury for the support of the government, they are willing to be taxed.

By the present law the maintenance of our schools mainly depends upon the amount of money ordered to be raised at the annual town meetings. At one meeting the friends of free

schools will be in attendance in large numbers, and order the utmost amount allowed by law to be raised. At the very next meeting, perhaps, they will be absent and the consequence is, nothing is done. By this fluctuating course, the school officers cannot make any permanent arrangement with a teacher as to salary, &c., nor rent school buildings or anything of that kind, in the absence of any knowledge as to what will be done at the township meeting. It is therefore to be hoped that the legislature, at its next session, will be more liberal in its appropriations, and remove this most serious drawback to educational progress.

The sixth section of the school law, I think, could be amended with advantage by providing that in those townships where two or more districts exist, the district meetings shall be held on successive days. This would enable the superintendent to attend all of them, and give such information as might be called for.

There should also, I think, be a provision allowing the trustees a certain amount of compensation for their services. As every other school officer receives pay for duties performed, I see no good reason why the trustees should not also be compensated for the time and trouble they are put to in attending to public business.

In addition to the information contained in the blank report, I beg to say that I have visited the schools quarterly, and with few exceptions, believe the teachers to be qualified for their duties.

The school buildings, with but two exceptions, are built of wood, (those two are brick,) having the streets for a playground. Only two have two rooms.

T. W. BUTLER.

## CHESTERFIELD TOWNSHIP.

During the last session of the legislature, you are aware, perhaps, that the township of Chesterfield was divided. At that time it included in its bounds the greater part of what now comprises the township of Bordentown.

Bearing this in mind, you will be enabled to account for the decrease in the number of children as stated in the returns of the present, compared with those of the preceding year.

The return of 1851 exhibits the number of children to be one thousand two hundred and thirty-six for the township of Chesterfield, as it originally stood ; those of the present year, four hundred and seventeen, as it stands since its division.

The last town meeting decided that a tax of three dollars should be levied for each child between the ages of five and eighteen years. Making due allowances for losses in collection, this, in connection with the state funds, four hundred and fourteen dollars, will probably be more than sufficient to make the schools free.

The statistics given in the circular relative to the number who have attended during the different periods there specified, amount only to an approximation ; and it is equally so in reference to the total amount appropriated for school purposes. The amount expended up to the present time is near six hundred and fifty dollars.

Our township is small, but the schools in the several districts are mostly in a flourishing condition, and are occupied by teachers competent to discharge the duties of the important positions in which they are placed. We have one school especially, where in addition to obtaining a sound and thorough English education, young gentlemen may gain that preparation in the classics which will qualify them to enter the seminary or college with credit both to themselves and teachers. Most of the others also are highly meritorious, and deserve well of the public. To say the most we can of our school houses,

they are hardly comfortable. I speak of them in the aggregate. The internal arrangement of most of them, to say the least of it is inconvenient. Some have not sufficient room, and the greater part are defective in shade trees and play grounds. They have not those natural beauties surrounding them which may be so pleasantly and profitably blended with youthful associations. I do not wish to be misunderstood here. It is not to be expected that our schools should be surrounded with groves of pleasure, but how easily and with what a small expense might our school houses be surrounded with shade trees which would not only improve appearances and present attractions, but would add much to the comfort of the place during the warm summer months.

There is a great difficulty in getting the people to take an interest in the district meetings for the election of trustees. Scarcely enough can be got out for an election. This is not as it should be. On the whole, however, I think the cause of education is on the advance. The general sentiment seems to be favorable to free schools, but many highly influential citizens are opposed to the workings of the present law. They desire a law that shall be general and not local in its operations. In a word, let it be a law which shall be binding upon all the taxable inhabitants throughout the entire state.

It is to be hoped that such an act may soon be passed, so that the blessings of a free education—one of the pillars of our republican institutions—may not be dependent upon the benevolence of any town or district, but based upon the generous action of our legislators, and sustained by the liberal sentiments of the inhabitants of the state, may diffuse its benefits throughout the bounds of our beloved commonwealth.

JOHN B. DERRICKSON.



## MEDFORD TOWNSHIP.

Agreeable to request and requirement, I have sent you a statement of our public schools as correctly as I can come at it. There is but one school in our township that is conducted under the free school system. The others receive their apportionment of public money from the state, and of money raised by tax, and the balance is paid the teachers by the patrons, to make up the amounts of their bills, which are from three to six cents per day, amounting to from two to four dollars per term or quarter of sixty-six days. Out of the nine hundred and fifty-eight children in the township, only about seven hundred attend school, leaving a balance of two hundred and fifty-eight whose education is not cared for.

WILLIAM DYER.

## LITTLE EGG HARBOR TOWNSHIP.

This report extends from the 13th of the 12th month, 1851, to the 10th of the 12th month, 1852, in which time I have attended the schools once and twice in every quarter, where they have been kept open that length of time, and have found them mostly well conducted, the scholars making good improvement, and the teachers endeavoring to discharge their duty. The scriptures are read in all the schools, which I believe is of benefit to the morals of the scholars.

JONATHAN GIFFORD.

## NORTHAMPTON TOWNSHIP.

I have filled the blank you sent me in the best manner I can under the present arrangement of our district schools. The time of attendance is different in the different districts. In one the school is open during the year, and the average tuition is two dollars and fifty cents per quarter. It is a Union district, only thirteen children from this township included in it. They will average four months tuition and will receive twenty-four dollars and forty-nine cents for the current school year terminating with March, 1853. Taught by one male teacher.

In another district comprising thirty-seven children, the school is open *as a district school* for only four months, owing to the paucity of means. Tuition two dollars and sixteen cents per quarter. They will receive for the current year sixty-nine dollars and seventy-three cents. Taught by one male teacher.

In the remaining district, including Mount Holly and the colored population of the township, there are seven hundred and sixty-two white children, (exclusive of Friends' school, which contains thirty-nine,) and fifty-one colored children. The schools in this district are free, and open for white children ten months in the year; for colored children four months. They will receive for the current year, white children fourteen hundred and thirty-six dollars and thirty-five cents; (Friends', from the collector of the township seventy-three dollars and fifty cents,) and the colored children ninety-six dollars and ten cents. Taught by one male and five female teachers; and the colored children by one colored male.

Two male and five female teachers have been licensed to teach white children, and one colored male to teach the colored children.

J. LOXLEY RHEES.

## CAPE MAY COUNTY.

## DENNIS TOWNSHIP.

In addition to the statistics furnished, I will briefly state by way of general remark, that the schools in this township are progressing as steadily and satisfactorily, as can be expected under the present defective school law. There are but two schools in operation at present, with an average of forty-three scholars per school. The whole six schools have not been open at any one time during the year, owing to the fact of some of the districts having drawn on my predecessor, before he retired from office, (in March last,) for the full amount of public money apportioned to them. Consequently the schools in those districts have remained closed the greater part of the past year. Each district is provided with a good school house, with an open lot attached to each house of sufficient size for playground. I have visited the schools regularly, and have found them generally well conducted, the pupils studious and the teachers busily engaged in teaching the young idea how to shoot. There appears now to be a lively interest manifested by the inhabitants generally in the cause of education, and if the present school law could be modified somewhat, or amended, so as to authorize an appropriation of a larger portion of the revenue of the state than heretofore appropriated for the support of common schools, (an amount sufficient to keep the schools in operation for six months of the year,) I have no doubt but it would have a very salutary effect. It would have a tendency to arouse the latent energies of the people, and the schools that are now open from five to seven months of the year, would then without a very great effort be kept open the whole year.

HENRY SWAIN.

## LOWER TOWNSHIP.

In addition to the report furnished of the schools in Cape May county, the superintendent would add that the state and condition of the schools in Lower township is much the same as at the date of my last annual report. The schools have been visited by the superintendent but not by trustees and parents. They do not manifest in any way a regard for the welfare and prosperity of the schools.

Although there is apparently but little improvement in the condition of the schools of the township, yet I believe that the people are awaking to the importance of the subject, and feel a strong and ardent desire that something shall be done for its promotion and advancement. In Nos. one, two, and five, geography, grammar, and some of the higher branches are being taught, while in the other remaining districts, spelling, reading, writing and arithmetic are taught.

The school houses are all of frame and with the exception of *one* are in pretty good condition, with play-grounds attached to each. If there was money enough to keep the schools open nine months or a year, I think the subject of education would speedily advance.

JOS. E. HUGHES.

## CAMDEN COUNTY.

## DELAWARE TOWNSHIP.

Amount of the two instalments from the state,	\$461 16
Amount of the interest on the surplus, not yet received, but probably will be,	250 00
	<hr/>
Amount appropriated for school purposes,	\$711 16
	<hr/>

Amount paid to the order of the trustees of the several districts, between December 15th, 1851, and December 15th, 1852, six hundred and eighty-six dollars and ninety cents.

The rulers of this township, in their wisdom, think it best not to burthen the people with a tax to educate and improve the children thereof, which course I will not, here, undertake to controvert, hoping that the time will shortly be when we shall have a legislature that will act upon this subject as becomes the representatives of a free and christian people.

EVAN C. SMITH.

#### GLOUCESTER TOWNSHIP.

I herewith transmit my report as town superintendent of Gloucester township, in Camden county, for the year 1852.

There are seven whole school districts, and three parts, which, with portions of other townships adjoining, form whole districts.

The whole number of children between the ages of five and eighteen years, residing in said township, as per reports of the district trustees, handed in to me, is eight hundred and thirty-one, of this number only about one half attend school.

In a majority of the districts, the schools are kept open the whole year.

Teachers' salary about seventy-five dollars per quarter, or two dollars per quarter per scholar.

Amount of public moneys received from state,	\$427 04
Amount received from township,	600 00

Whole amount received for school purposes,	<u>\$1,027 04</u>
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The county money (or surplus revenue) is not yet received, therefore not known how much.

Such is a short account of the school affairs in my township, a longer one I deem it unnecessary to make, as this is my

first year in the business; and upon looking over the reports of the state superintendent for the several years past, I came to the conclusion that there already had been too much said, and too many conflicting opinions given as to what should be done, &c., so that the old adage—"least said soonest mended," or in other words, more work and less talk.

EDWARD TURNER.

#### UNION TOWNSHIP.

The schools in this township are making a steady improvement. The amount of money received from the state, with that raised in the township, appears to be sufficient, with good management, for all school purposes. The township ordered raised by tax one thousand and twenty-five dollars. The other thousand dollars is raised under a special act, in district No. 3. The inhabitants of this township would desire that the legislature would so amend the law as the township should not be allowed to raise by taxation more than one dollar and fifty cents per scholar. It appears to be well settled, in the minds of the inhabitants of this township, that to confine the amount to the above mentioned sum would be sufficient. It would prevent so many conflicting opinions which will naturally arise at our township meetings.

J. P. BROWNING.

#### WASHINGTON TOWNSHIP.

Herewith I send a report of schools for Washington township. I am sorry I cannot report an increase in any thing, but the number of children, from what was last year. We have recently got sets of Bidwell's school maps in six of our

schools, and hope these may have a tendency to increase the study of geography. I can not say, except these maps, that there is much if any increase in interest for schools, although we have incorporated Williamstown school district in this township, and raise by tax six hundred dollars for school purposes, four hundred dollars to help to pay for a house, and two hundred dollars for tuition, which makes four hundred and five dollars, with what is derived from the township and state, that is used for tuition for the district; this sum will give about three-quarters of free schooling. Notwithstanding the school has been free there is but fifty to seventy-five children (of the one hundred and sixty-eight in the district) who attend school under the present system of taxation. We find serious objection to raising money for schools in our incorporated district. One-half of the money raised comes from non-residents, and those persons in connection with the resident property owners, make considerable complaint. It appears to be the universal opinion that the state should give all the income that she now has, for schooling purposes, and raise the government expenses by taxation. I find a large majority of the tax-payers would rather pay three dollars tax for state purposes than one for schools.

It appears the principle that governed our forefathers of the revolution (that taxation without representation was not right) still clings to their children. They say that to pay a heavy school tax in districts where they may happen to own property and not be entitled to any benefit from it, does not appear to be in accordance with what is right; and if they pay state tax they have the benefit of the government of the state. I think if the tax law was altered to allow the townships to assess one dollar and fifty cents to two dollars, poll-tax for school purposes, and the incorporated districts one dollar additional, if wanted, there would not be so much objection to raising money for school purposes. I think it would have a tendency to bring more children to school, which appears to be what is wanted, for it is a well established fact that people prize what they pay

for, more than what is given to them, and under the present tax law one-fourth of the tax-payers pay fifty cents tax. The old adage of "a poor man for children" holds good in our township. It appears necessary to do something to induce people that have children to send them to school, and by paying more tax they would feel that they had more interest in the school, and they could be persuaded to send their children enough to draw the amount of money they pay as tax. If there could be something done to get parents to send their children to school it would not be so discouraging to the teachers. Some school districts that have seventy-five to eighty children have schools to average twenty-five to thirty children—probably have fifty on the list and one day have twenty—next day forty—next day thirty. While there is so little interest manifested by parents we cannot expect good scholars. I hear the subject of a Normal school talked of through the county. Numbers of persons are advocating the establishing of such a school. I have hardly made up my mind whether we are prepared for such a school or not, still if by educating teachers it will help to advance common schools I go heartily for it. One thing I well know, that the standard of teaching is not as high generally as it ought to be, although there is many honorable exceptions among teachers; but I well know that if teachers could get compensated for teaching that there would be more good teachers. I think the law should be obligatory on the counties to appoint county examiners to license teachers. Now it is left optional with the freeholders whether to have examiners or not. One advantage to be derived from a county board of examiners, is the uniformity of the requirements of teachers.

I have hastily thrown together the foregoing as a sketch of the talk of people in our township and some other neighborhoods, and I have occasionally put in a thought of my own. I hope that whoever it may be that makes a report from our township next year can make a more favorable one than this.

JOHN F. BODINE.



## WATERFORD TOWNSHIP.

In preparing my second annual report, I have endeavored to answer to every item you specified as correctly as possible. Four of the districts reported promptly; but two have not made any returns, not having kept any account, I presume, of the attendance. But as they have had difficulty in procuring teachers for even a part of the year, and have changed them during that time, they are probably excusable; their districts are reported as last year.

It is a matter of regret, that our school law does not point out a course for teachers and trustees, in keeping school registers of the names of scholars, their parents and guardians, the number of days of attendance and absence, of the studies, proficiency, &c., and require a true and faithful report of the same to the town superintendent, as a prerequisite to drawing upon him for the public funds. If a clause to this effect, could be inserted in our school law, and carried out in practice in the several schools, the superintendents, at the close of the year, would be able with less trouble to present much more accurate and reliable statistical matter, showing very nearly the actual condition of the schools. This is done in some other states and can now be done in New Jersey.

Comparing the returns of this year with those of the last, we see improvement in the increased number of children who have attended school. Last year, of five hundred and twenty-three children three hundred and twenty-two was the whole number taught, showing sixty-one to the hundred; of five hundred and sixty-six this year, four hundred and forty-four have attended school, showing seventy-eight to the hundred, and an increase of seventeen over last year. As to numbers, this speaks well; but in reference to the actual or average length of time at school, there is a considerable falling off. Last years returns show an aggregate of two thousand and fifty-six months for three hundred and twenty-two scholars, an

average to each, of six months and nine days; this year an aggregate of twenty-two hundred and seventy-one months for four hundred and forty-four scholars, an average of five months and three days.

Supposing these statistics to give near the true time of the attendance, we have a startling truth before us. This year an increase in the *number of scholars* of seventeen per cent., and a *decrease* in the average *length of time*, each one attended school of more than *sixteen per cent.*

How is this to be accounted for? Last year four hundred and seventy-eight dollars were expended for the support of free schools. This year fourteen hundred and sixty-three dollars is the amount expected for that purpose; though it is probable that not over one thousand dollars will be paid out. It is safe, however, to say that this year, there is twice the amount of inducements in the way of funds. What shall we conclude from this? That when schools are free, parents will send *more* children; but when they pay for their tuition out of their own pockets, they will send them *longer*? Verily, this seems to be the case. And if the facts in the premises are correct, it shows that it is undeniably so, in this township.

But something else, besides the parents, may be at fault. Whether it is right or not, we know that children have a good deal to say, and not unjustly too, about this matter of going to school. We know that when they are interested in the school and school-room exercises, they love to go there; and that when these things are unpleasant, they will not go, or rather, in most cases, do not. And who can blame them? Their ideas of comfort are in advance of many of the parents and trustees. Our school houses and play grounds are not what they should be—neither *comfortable* nor *attractive*. And how much of the blame of non-attendance is chargeable upon the teacher? Very much, sometimes. Some, unfortunately, have not the art or the tact of interesting children, though they may, and do succeed, in teaching them; and some can do neither. And how often is it the case, that when a good and

successful teacher leaves, or is removed from a school, that his successor fails to meet the expectations of the children, and they are forced, by his mistakes, inconsistencies, and imbecilities, to pity and forsake him. Though this has not, to my knowledge, been the case in any of the principal schools in this township. And how much might the attendance at school be increased by the persevering activity of the trustees? So far as my observations extend, however, I can say that most of our school trustees have attended promptly to their duties. Some of the old and inefficient ones have resigned and given place to others more faithful. And, if the town superintendent had done his part as well as some of them, I have no doubt that we could have reported more creditably.

However, let the responsibility of this great decrease in the attendance be where it may, it will open our eyes to a more vigilant superintendence hereafter. And allow me to suggest the propriety of your preparing a uniform register for all the schools, to be used in collecting and keeping the statistics; whether there be any provision or not made for this in our school law the present session. I thought of doing it the present year for this township; but then you know we do not like to get ahead of the law, and of the state superintendent too.

But why should the state appropriate, and the townships raise by taxation, money for the support of free schools, when there are so many defects in the law, or in the people, or in both, as to frustrate the beneficent design? Why not remove, at once, those most obvious, and generally admitted? Yet, notwithstanding the discouraging aspects, we are glad to receive so much support in the good cause; and with more money to make the schools free for every child in the state, we want better school houses, and better teachers to occupy them; and in my opinion, another and more efficient system of school supervision.

No sane man, in this age, would dare say the state does not act wisely, as well as in accordance with one of its first and highest duties, in assuming the guardianship and instruction of

its youth ; and certainly, no man would dare to challenge the right of every child, within its borders, to a free, thorough common school education. The question is then, is it accomplishing this end—the education of its youth—as rapidly and as successfully as it ought ? It proposes to give so much of its funds for this purpose, about one-third, perhaps, of what is necessary, and says the townships *may* raise by taxation, under a given rule, a sum sufficient to complete the amount. Allowing the *principle* to be a good one, which few, perhaps, will deny, we say it is not fairly nor rightly applied, to accomplish the object. The state ought to give at least one-half—better two-thirds—then say the townships *must* raise the other by such a rule as will cause every man, every taxable inhabitant, to feel that he has an interest in it. We all know that men do not as individuals, nor as corporate bodies, take hold of and act in those matters, in which they feel no interest. The state has shown its interest in the support of schools. Now, let every taxable inhabitant, or rather, every poll tax payer in the townships, be required by law, as strong as the legislature of New Jersey can make it, to pay his share of one-fourth of the amount necessary to make free schools, provided such share does not exceed one dollar and fifty cents, and then let the other fourth, allowing the state to pay one-half, be assessed by the common tax law, and not excepting bonds and mortgages therefrom. This will make every man, single or married, young or old, feel that he has an interest in this work of educating the rising generation. To say as do our present tax and school laws, that the man of property and no children, shall pay twelve or fifteen or eighteen dollars for the poor man who has no property, because he *will* have none, to educate his children, a matter he thinks very little about, or but indifferently attends to, is taking too much of the interest from the parent and putting it in the shape of a burden upon his wealthy and generous neighbor, and when these sums are multiplied by the ratio of the large number of poor parents to the few heavy tax payers, we find that it amounts to

something near oppression ; and the more so because the gift or charity is, in so many instances, not rightly improved by those for whom it is designed—that is, the poorer classes themselves, do not, under a free system, and with those who are able to pay their school bills, send an equal proportion of their children to the schools. Hence, too, another evil of the present method of raising school funds is, it makes those averse to free schools, on whom their permanency primarily depends.

And what interest, it is asked, has a young man in the prosperity of the schools ? He has no children to be instructed, and no property to be taxed ; and he pays his fifty cents, the sum total for all the privileges of his citizenship. But he is as much concerned in the establishment and perpetuity of a system of free education, as any one of his fellows. He may have children, and if he does not, he is none the less bound to transmit to posterity, as enlightened and intelligent and virtuous a state of society, as he could or would wish to have for himself, could he come again into the world, and live out once more his existence under higher, nobler, holier impulses and aspirations. The youth in school to-day, will be the teachers of his children, and must be taxed too, for their education.

It is very much to be feared, however, that unless some change be made in our existing tax laws, the people of the township will hereafter refuse to raise money for school purposes ; that is, if the wealthy portion of the tax payers can rule at the town meetings, which is a very doubtful question in this township. I do not approve of the present tax law, and think it seriously affects our raising money for free schools ; still, we must have money to open them free for every child. I have but little more than a householder to be taxed, and no children of the age yet to be instructed in the schools, but if the majority say we must have such a system of raising tax as the present is, let it be put into full operation, so that our hundreds and thousands of youth, on whom depend (so far as they are a part of the great whole) the future glory and prosperity of our nation, the peace, the civil and religious liberties

purchased by the blood of our fathers, shall receive such an education as will make them intelligent and virtuous and happy, fully qualifying them for the exalted position of American free-men and prepare them for discharging the sacred duties of American citizens. This is an interest that outweighs all the dollars and cents required to be thrown into the general school fund.

Last year we raised by township taxation two hundred dollars for school purposes; this year the town meeting voted to raise one thousand and fifty dollars; about two dollars per scholar. But as this sum was more than our heavy tax payers were willing to have assessed upon their property, it was voted almost unanimously to compromise the matter by assessing about one-half of this amount upon persons, at the rate of fifty cents upon married men, and one dollar and fifty cents upon single men. This measure gave very general satisfaction, until the legality of it was questioned and agitated, and since then, numbers of our young men refuse to submit to the order of the town meeting; and though but three or four appealed, our township officers do not attempt to compel others who did not appeal, to pay this additional tax for the support of our schools. So it goes—one says no, and the other does not heed it.

But to our school houses. For all objects of state charity or discipline, there should be and mostly is, a good degree of proper care. In the provisions made for the blind, or the insane, or for convicts, or for courts of justice, there is abundant evidence of this. And who can deny the fact, that the state penitentiary does *now*, present more inducements for a horse thief to seek his subsistence and comfort in its rooms, than any common school or academy, founded and supported *by the state*, offers to an aspiring youth, a thirst for knowledge, to resort thither for the enlightenment and nourishment of his immortal mind? Where is the school house, or academy or college, whose walls, external and internal arrangements, have been erected under the *direct* supervision of the state, or its officers

specially appointed for that purpose? Aye more, where in our statutes is there anything specifically and positively required in the erection of school houses, for the health, and comfort and convenience, and happiness of the youth? We know, the trustees are in a general way, to provide suitable houses, &c., and we believe that a competent building committee, judges of what a school house should be, would condemn three-fourths, perhaps four-fifths, of the present structures as unsuitable. It is well enough to leave the establishing and supporting of academies and colleges to the people, for those who are able to educate their sons and daughters in such, will take care that every necessary and proper provision is there made for their tender ones. But the "peoples colleges"—"the poor man's colleges"—are left to whom? Fortunately enough sometimes to those who have public spirit to take hold of, and energy sufficient to almost create men and means to do something; but in too many cases, to those whose stupidity or ignorance or indifference would erect a tenement fit more for a sheep cote than a house to receive tender children and youth to sit six hours a day for three-fourths of the days of their childhood. It is true we have the district corporation law, which makes ample provision for the erection of school houses; but this is all a *may-be*, after all. And even in this, there may be but a little or no advance beyond what has been practised for ages, but is now evidently out of date, and deserving oblivion. Neatness and attractiveness in school houses are desirable qualities, including extensive play grounds and substantial fencing; large, commodious, comfortable, well-ventilated, and well seated rooms, are indispensable. But is any such required?

Now, if the state has a right to do half, or even all, in providing funds for schools, it surely has a right to say and require something concerning the construction of the houses where its youth are to be educated. Let her then, give some direction in this matter. It is not expected that the legislature will say how large a room must be; whether it shall stand in one position, or in another; but it can say other things of more

importance to the youth, the objects of its beneficence, and in a way too, that will be heard, if it refuse to appropriate its funds to those districts who have not and who will not build such houses as will bear the inspection of a competent committee. We have six districts in this township, and five school houses, one school being kept in a room in a private dwelling. But not one of these is what it should be by a great deal. Nor is it possible for us, in the present state of affairs, to remodel or build new ones on such a plan as the wants of the children demand—because the few who would have better, are in the minority. But a voice from head-quarters would make a change, by creating a public sentiment and public spirit answerable to this end.

But the great difficulty after all, or one most certainly, in the way of properly and thoroughly educating the youth, is the want of teachers well qualified in all essential respects for this work. Most of the teachers in this township are faithful workers, doing all that is possible for them to do in the school room, and diligent in trying to qualify themselves for their duties. They all are subscribers for educational journals, and some for two; these and professional books, and works on education, regularly read, together with the monthly exercises in the township association of teachers for mutual improvement, are doing great service for them as teachers. But still, not one of them considers himself properly fitted for the task of training the youthful mind. Conscious of their defects, they are willing to give place, at any time, to others better qualified. And yet, as superintendent, I should regret greatly to exchange them for such, as, passing through the country, have called upon me for an examination. Of four, which are all who have applied to me for license, not one has been considered competent to teach even a primary school; although circumstances have compelled me to give a qualified license for three months, to two of them. The last one that applied, a young man of respectable appearance, who had taught school two quarters, (a relative of the trustees who brought him,)



could not pass in reading, or spelling, or arithmetic as far as compound numbers—more was not attempted. In reading; words mispronounced—in spelling; such words as “settlers,” “intelligence,” “preferred,” taken from a lesson just read, were missed, some at the third trial—in defining; “minute” and “minute,” “principal” and “principle,” which also occurred in the reading exercise, were not explained—and to top the whole, the trustees pronounced the asking of such questions, with others on the principles of arithmetic, and on his method of conducting recitations, “all a *fol-de-rol*,” and ‘something new in the world;’ and the superintendent denounced as being “too severe,” and as “trying to prevent them from having a school.” If this were a rare “exception to a general rule,” it might be tolerable; but facts show that it is a fair representation of too numerous a class of “persons admitted as teachers into our common schools by the trustees, before offered for examination.”

Well, what is to be done? For one I say, and if I had a thousand voices, all should say, let us have forthwith a normal school established by the state, for the purpose of training teachers for our common schools. There are objectors to this we know; and what good measure does not meet with them? But the history and beneficial workings of these institutions in other states, and in other countries, where too they were originated, are enough to satisfy any unprejudiced mind, of their adaptedness to this great educational want in New Jersey. This would strike directly at the root, and revolutionize the ranks of our teachers; and our present best common school teachers, too, those who are aspiring for higher degrees of qualification, would gladly avail themselves of the facilities afforded in such an institution for their further improvement in the science and art of teaching. But the public mind, it is said, is not ready for this. And will it ever be ready, until the legislature, in its prudent foresight, shall legislate ahead of it? When would the public mind ever have been ready for the establishment of railroads, and the telegraph, and some other

modern improvements, that it now would not suffer to be withdrawn, had not a similar course been pursued? But the public mind *is* sufficiently awake to the *necessity* for a better class of teachers, and prepared too, it is believed, if politicians dare say the word, to encourage and support such measures as will produce them.

And will the state any longer suffer its thousands of dollars to be paid out for such half hearted, half headed, imperfect services as are frequently rendered her in one of the noblest, highest, and most important callings, and most responsible work that ever engaged the heads of legislators, or the heart of humanity? *No*; and let our present legislators, in their combined wisdom and authority, with the simultaneous action of all their vocal powers, utter one united, and loud, long *no*, that shall reverberate from the halls in Trenton to Cape May—to the mountains in New York, and, striking the waters of old ocean, bound back to the Delaware, and fly on till all the west, and the east, the north and the south, shall hear that New Jersey is laying such an indestructible foundation for her public schools, preparing and sending forth such a noble and well-trained class of teachers, as shall entitle her to a first rank among the states of this enlightened, free, and happy country.

We want something else, besides a normal school. Let the teachers who are awake and trying to improve, establish county teachers' institutes, and thus cooperate with the state in raising our common schools to what they should be. While you were with us, at our county educational meeting, on the 11th inst., you became acquainted with the movements now being made in this county; and your presence with us again some time soon, would contribute much towards creating and nourishing an interest in this work. We hope soon to establish an institute and have our teachers enjoy the benefits of lectures and instructions from abler and more experienced ones from other parts. Cannot the present session of the legislature be induced to encourage teachers institutes by a suitable

appropriation of money to help defray the expenses of such? thus copying the good example of other states.

A regular, pastoral visit (I don't know what better to term it) from you to the schools in this section, lecturing and addressing the people, would do us a good service in the cause of education. When shall we have it? We want a "system of lectures delivered at intervals in all our school houses" in this township; but we have not the men among us to do this work and labor of love. We are perishing for lack of knowledge; the masses are uninformed on the great subject of education; they are not aroused to "the necessity, advantages, and importance of it, and parents do not feel, as they should, the moral obligation to train up their children, and have them properly instructed, in order to their usefulness, and respectability and happiness."

But we hope to report more encouragingly another year.

THOMAS C. ROGERS.

## CUMBERLAND COUNTY.

### BRIDGETON TOWNSHIP.

With my report for the township of Bridgeton, I will say a few words by way of explanation. Our schools for Bridgeton are principally in one district, although there are four in the township. The first district contains 732 children, within the provisions of the law, and the school is kept open the whole year. The average attendance is about 370, which is about as many as choose to go, at a cost of one dollar twenty-five cents per quarter. The other districts being scattered, and partly colored, have their houses open but six

months, with a small attendance and generally poor teachers, at a cost of four dollars per quarter. In consequence of the districts being thinly settled, and generally poor, I try to do the best I can for them, but it seems difficult to keep a school among them. The first district, however, has an excellent school, where nearly all the branches of a common English education are taught. Our schools generally are on the increase, both in numbers and progress, and public schools are getting more popular. The people tax themselves willingly, which, I think, ought to induce the legislature to do what they consistently could for them.

LEWIS MCBRIDE.

DOWNE TOWNSHIP.

The interests of education in former years, in this township, have been much neglected, but of late there has been a manifest improvement. I have succeeded, the past year, in introducing into the most of the districts, a uniformity of improved school books, so that the teacher has been enabled to class his school and discharge his duty to much greater advantage to himself and the pupils. This measure has also secured to the district a better class of teachers, who are doing better justice to the community in the expenditure of the public money.

Three districts have become incorporated, one of which, in addition to other moneys, has raised \$200 in addition. (Haley's district.)

The teachers are generally young men, who have had a good training in high schools and academies, and are qualified, in their efforts, the design of improved works. I make it a rule to comply with the design of examining the schools, and to stimulate the teachers, before taking leave. I make my visits welcome, and form a common tie between the superintendent, the teacher and pupil.

The school books are purchased by the surplus which remains on hand after striking the dividend, and are made the property of each district, by having the name of each inscribed upon them, and forms a library for each school, which is kept in charge of the teacher during the session, and at the close of the term are kept in safety until the re-opening of the school. This secures the certainty of books to the scholars and works well.

I look upon our free school system as one of the most important enterprises patronized by our legislature and I am glad to contemplate its onward progress. I believe where the public money is judiciously expended, and superintendents feel an interest in their duties, and do what they can to promote the system, it grows in favor with the people, and will prove one of the greatest blessings to the American government.

WILLIAM BACON, M. D.

#### FAIRFIELD TOWNSHIP.

There is an increasing attention to schools in our district, which is shown in the number of scholars attending, as well as their unremitting attendance. We have in this township nine school houses and two permanent private female schools. During the summer months we employ females in all the school houses, except at Cedarville and Fairton, who keep from one to two quarters.

There has been twenty-nine quarters kept. In the two principal schools we have four quarters in a year, all the rest, with one or two exceptions, keep two quarters. The number over eighteen going to school, I have no correct account of, probably not over five. We have ninety-four colored children in our township, who are the least disposed to avail themselves of their opportunities, and very few go more than one quarter.

\$1.75 is the lowest price for teaching, which is graded by their studies to \$5.00.

I can with propriety make the usual annual complaint of want of suitable teachers. Those that we have are only qualified to teach the usual branches of an English education.

I have directed the attention of the teachers to the introduction of vocal music, and where it has been carried out it has been very satisfactory, not only to the teacher, but scholars, having a tendency, especially among small children, to keep them quiet.

LEONARD LAWRENCE.

#### HOPEWELL TOWNSHIP.

There are in this township eight school houses; one built of stone, one of concrete brick, and the remainder frame. Three of them are two storied buildings, generally using but one room for school purposes, the other being a lecture room, and used for the school when occasion requires. In this township, (in the village of Shiloh,) is located Union Academy, which has been established three years. It is a growing institution, and is doing much to awaken an interest in the cause of education in this community. Connected with the academy is an agricultural department, where lectures are delivered on agriculture, and classes taught in chemical analysis, &c.

On the whole, we may safely say that there is a growing interest manifested by this community in the cause of education.

The youth are *learning* that they may still *learn*, even after they have arrived at the stature of men and women.

GEO. TOMLINSON.

## MAURICE RIVER TOWNSHIP.

I herewith transmit a report of the operation of the common schools in this township during the last twelve months.

The township is divided into eight school districts. Of these, reports have been received from four districts only. Schools are now in operation in three of the remaining districts, but the term is not so far advanced as to enable the trustees to report with proper accuracy. The remaining district, (the largest in the township) has withheld its funds for the purpose of building a suitable school house. The foregoing facts will, to a certain extent, account for the meagre attendance during the year. It would appear by the statement furnished, that only two hundred and sixty-three children were taught in the township during the year; but, it is obvious that children were continually changing places, some withdrawing and others being admitted into the schools in their stead. The only means by which the town superintendent can arrive at any number at all approximating to the true one, is by taking the average number for one quarter, which statement will fall far short of the number who have actually entered the schools during the year. The town superintendents experience much inconvenience in consequence of being required to report to the state superintendent in the month of December, and also to the inhabitants of their respective townships at their annual town meetings, in March.

The evil resulting from the employment of incompetent teachers has been greatly increased, by associating the district trustees with the town superintendent, in the examination and licensing of teachers. The school law has been so recently remodeled, that any suggestions of alterations or improvement may be deemed premature.

The school houses throughout the township are plain wooden buildings, tolerably comfortable, all having extensive play grounds, and in most cases the schools are tolerably well supplied with books.

JAMES WARD.

## ESSEX COUNTY.

## BELLEVILLE TOWNSHIP.

In reporting to you the state of the schools in this township, the order specified in your circular will be observed.

First—Number of districts,	4½
Second—Number of districts reported,	3
Third—Number of children of legal age,	1,049
Fourth—Number attending school three months,	268
Fifth—Number attending six months,	244
Sixth—Number attending nine months,	166
Seventh—Number attending twelve months,	None.
Eighth—Number who have attended over eighteen years old,	None.
Ninth—Number of colored children taught,	7
Tenth—Average number of months school kept open,	11
Eleventh—Terms of tuition, from	\$1.25 to \$2.00
Twelfth—Amount of money raised by tax,	\$3,147
Thirteenth—Amount received from the state,	\$500
Fourteenth—Amount received from town collector, ( <i>part</i> of school tax for 1852,)	\$1,000
Fifteenth—Total amount appropriated for school purposes,	\$842.22
Sixteenth—Number of teachers 5—male 4, female 1.	

The great diminution in the number attending school during the latter half of the year demands an explanation.

That explanation is found in the fact that for five months previous to this date there has been no public school in the Second River District, including the village of Belleville, a district containing more than five hundred children of legal school age.



As the mere statement of this fact, without explanation, would be not only an implication of the character of the district, most discreditable to its inhabitants, but a virtual impeachment of the fidelity of its trustees, it is due to them to state that without their consent, and against their remonstrance, the public school house, after said trustees had refused to entertain an application for the purchase of it, was torn down on the night of July 11th, of the present year.

The school being thus disbanded, by the demolition of the school house, the trustees found it impossible to procure suitable accommodations for the scholars ; in consequence of which, not one of the five hundred and thirty-two children of legal school age, residing within the district has, for the last five months, enjoyed the advantages of a public school. The efforts of the trustees to prevent this catastrophe having failed, the town superintendent, in the discharge of his official duty, does hereby make it a matter of record, leaving the responsibility of the act with those who assumed it, and the character of the transaction to the unbiased verdict of time.

Since my last report, the North Belleville school district, in this township, has enlarged and remodeled its school house, and the Second River district has voted an appropriation of five thousand dollars for the purchase of a lot and the erection of a school house. The lot has been selected, and the building is in progress and will probably be completed during the spring.

At our last town meeting, the inhabitants of the township voted with great unanimity to raise by tax a sum equal to three dollars, for every child in the township between the ages of five and eighteen years of age.

Having in a previous report stated somewhat in detail some of the obstacles which hinder the success of our school system, I will only add respecting them, that while very much remains to be done in the cause of public schools in this township, not a little has already been accomplished.

The fact that within the last two years nearly six thousand dollars have been raised by tax in this township, for the sup-

port of public schools, sufficiently attests the *growth* of public sentiment.

But this is not the only token of progress. Our ill located, ill constructed, ill furnished, and in all respects, *ill conditioned* school houses, are all giving place to structures, fixtures and surroundings of another sort.

The cramped and crippled desks, hacked and backless seats, riddled windows and doors, floors strewn with dirt, and yawning with rifts and chinks, walls and ceilings, naked, mutilated, begrimed and sooty with charcoal sketches, surrounding and overhanging a stifling compound of dust, ashes, nutshells, cores, half munched fragments, carbonic acid, quids and saliva, reeking beneath them—all these time-honored educational insignia are fast disappearing.

But the inroads of modern innovation are not doomed to stop here. However great these improvements they deal mainly with the *exterior*, leaving unquickened the life forces within.

When we have Normal schools of the highest character, for the education of teachers; when provision is made for filling these schools with pupils, combining in the highest degree aptness to learn, with aptness to teach and train; when the art of teaching is studied as a learned profession, ranking in dignity with the highest; when the *teacher* expands into the *educator* and finds his appropriate sphere more in training and developing than in merely *storing* the mind; when the salary of the teacher is increased one-half, the number of his pupils lessened one-half, and the time and number of the daily recesses in schools doubled, *then* a beginning will have been made in reforming our system of common schools, somewhat befitting the demands of the age.

THEODORE D. WELD.

## CLINTON TOWNSHIP.

Since my last annual report there has been an increased interest throughout the township, on the subject of popular education. The number of children taught has considerably increased. District No. 3, of my last report, has been divided, and now stands Nos. 3 and 8. Formerly, the district (undivided) sent to the district school about forty-five children, and these were taught in a damp and unhealthy basement. Since the division No. 3 has erected a good house, fifty by thirty feet, two stories in height, and in site and workmanship an ornament to the place. The house was dedicated on the eighth of November, in a manner that produced quite a sensation. The school now numbers eighty-three children, with a principal, and male assistant. No. 8, since the division, has procured a spacious room, formerly used for purposes of religious worship, and are about fitting it for the accommodation of the school. Their present number of children is sixty-five.

The remaining districts in the township are in a more than ordinarily healthy condition.

Every approach to the free school system is hailed with demonstrations of satisfaction. Give us a state law making our schools free, and raise the poll tax to three dollars, and we will be satisfied.

ISAAC C. GOFF.

## LIVINGSTON TOWNSHIP.

I have the honor to forward you, herewith, the annual report of common schools for Livingston township, since April last, at which time my superintendency commenced. Allow me to express my cordial approval of the design, and operation of the school law of our state, which is awakening a deeper interest the better it is understood and appreciated. I think

the time is not far distant, when New Jersey may cease to blush at a comparison with New England, in point of education. I venture to suggest, whether it might not be some improvement in our present system, were the teachers in each township required to meet and confer together upon the best mode of conducting schools, at least once during each quarter. A state agent, to lecture in some of the rural townships, on the best facilities for improving common schools, might materially serve the cause of education.

Our schools are kept in operation about three quarters each year. Twenty dollars per month is the average compensation for male teachers, and thirteen dollars for female. Our teachers chiefly come from New England. Our school houses are of a low order, built of wood, with one room, but are kept in tolerably good repair. We raise five hundred dollars by township tax for school purposes, which with state appropriation gives us about two dollars per scholar. I visit the schools twice each quarter.

J. M. CHURCH.

#### ORANGE TOWNSHIP.

I enclose the form which you sent me a few days since, filled up as I have understood it. In explanation I add:—

The whole number of districts I have put down twelve; this number embraces two districts which are constituted by parts of Orange and Clinton, one of the school houses being in Orange and the other in Clinton: one other district embraces a small part of Livingston. Three of these districts are incorporated according to the provisions of the supplement.

In distributing the children according to the time they have attended school, I have had no data except the number that have attended each school and the time each has been kept open.

With respect to the terms of tuition I have said two dollars to two dollars and fifty cents, because these are considered the terms of tuition in our township, although there is no school in the place where the teacher is paid wholly by fees from the scholars. In most of our schools the teacher is paid by the month, or quarter, or year, from the money appropriated by the state and raised by the town, with a small fee from the scholars, from sixty to seventy-five cents each per quarter. The compensation of male teachers is from twenty to forty dollars, that of females from fifteen to twenty-four dollars per month.

The amount of money raised by tax I have put at two thousand dollars, being the sum assessed for eighteen hundred and fifty-one—the assessment of the present year not being receivable until after the twentieth instant.

The amount received from the state, paid in two equal instalments in June and October, is seven hundred and thirty-three dollars and fifty-eight cents. The amount received from other sources I have put down three hundred and eighty-two dollars and sixty-eight cents. This however is simply the second instalment of state money for the year eighteen hundred and fifty-one, the payment of which was delayed to May 22d, 1852. No other money has come into the hands of the superintendent for school purposes, and I know of no other except the avails of a charitable society of which at present I can give no account.

The amount of two thousand four hundred and ninety-nine dollars and fifty-nine cents appropriated for school purposes is what has been paid by the superintendent, upon order of the several trustees, almost wholly for the payment of teachers from December 15th, 1851, up to date.

I was elected superintendent last April and have visited all the schools in operation twice, in which visitations I have carefully inspected the teachers and the scholars. Almost without exception I have found the teachers competent and the schools orderly and prosperous. On the whole, there can be no doubt, that under the present system, the public schools are far more

efficient in securing the benefits of a good common education to all classes, than any other which has heretofore prevailed. The system is becoming, I think, more popular; the principal objection arising from the difficulty of distributing the burden of taxation equally. It is the prevalent opinion of the tax payers of this town, that a large poll-tax would tend to equalize taxation, and, that some further limitation should be made to the power of assessing districts, now in the hands of a numerical majority of two-thirds, for defraying expenses of buildings, &c.

We do not pay any but licensed teachers. Our largest district numbers one hundred and eighty scholars, divided into three apartments, one primary about sixty, from five to eight years, and a male and female school of about the same number. Two other districts support each two schools, a male and female, of nearly fifty each. It is probable the money raised by tax and granted by the state would be sufficient without other means, to keep our schools free about six months.

There are several schools in our place besides our public schools—boarding or select private schools of a higher order—perhaps nearly two hundred pupils may attend them. The population of our town is probably about five thousand.

ALBERT PIERSON.

#### UNION TOWNSHIP.

In preparing my report, I have found considerable difficulty from the want of registers or roll books in our schools. Most of the teachers keep a roll, but generally on loose pieces of paper, which are apt to be lost, or remain in possession of the teacher when he leaves the school. It is intended to furnish the schools as soon as possible with this necessary item.

The "terms of tuition" I have found it difficult to furnish. It varies from one to two dollars a scholar per quarter, in addition to the amount received from state and township.

The most of our school houses are in good condition. In two of our districts we have new, convenient and comfortable buildings; in a third, the house has been repaired at considerable expense, presenting a neat and tasteful appearance, while in a fourth, a new house is in progress of erection, which, when completed, will be a credit to the neighborhood, and a valuable auxiliary in the education of its children.

Still, it is to be regretted that so little attention is paid to the school house. In too many instances it is uncomfortable and unattractive. Instead of this, it should be kept in good repair, well painted and protected from the scorching rays of the summer's sun, by a sufficient number of shade trees; while within it should furnish every needed facility for the successful prosecution of education. Such a school house is an ornament to any place, a credit to any neighborhood and a blessing to its children. And such, we are aiming to make the school houses in this township.

Two of our schools have been taught during the summer months, by two excellent female teachers; four are now and have been for the year past, under the instruction of competent male teachers; while another, which has been suspended for a few weeks, has just secured the services of a graduate of Princeton College, a young man of excellent character, and well qualified for the employment to which he has devoted himself.

Upon the whole, we think our schools are in a prosperous condition, and the cause of education advancing in our township.

ROBERT STREET.

## GLOUCESTER COUNTY.

## DEPTFORD TOWNSHIP.

In district number seven, which includes the town of Woodbury there has been two free schools open, three months each, and one six months; three other districts have had free schools three months, making nine quarters free in the township. Three hundred and forty-one children attended, at an average cost of seventy dollars per quarter, or one dollar and forty-eight cents per child. The money has been used as follows:

Paid teachers of free schools,	\$490,00
Paid teachers of schools not free,	300,58
Paid organized schools,	44,64
Paid for purchase of maps,	36,00
Paid for repairs, fuel, &c.,	67,50

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Making the whole amount expended, \$938,72

Besides the district schools, there are four schools, which are kept open all the year, with an average attendance of about one hundred scholars. They are patronised by the wealthy and influential, are in a flourishing condition, and as a natural consequence take the more advanced scholars, while the district schools, aided by the public money, are languishing and cannot be kept open half the time and are not well attended when they are open. The public schools will not be what they should be until our inhabitants generally are more alive to the importance of the subject of education, and are willing to assist in supporting schools and paying for the education of their children instead of depending on the state to do what is the bounden duty of every parent.

B. J. LORD.



## FRANKLIN TOWNSHIP.

In accordance with the requirements of the law, I respectfully submit the following report for the year ending December 15th, 1852 :

It is with no small degree of pleasure, that from a careful examination made during my visit to the several schools of the township, I am able to report a decided improvement in the condition of the schools, and an increasing interest manifested by the inhabitants in favor of popular education.

By a reference to the statistics herein enclosed, you will find that the number of children residing in the township between the age of five and eighteen is one thousand and seventeen ; of this number four hundred and thirty have attended school three months, two hundred and twenty, six months, two hundred, nine months, one hundred and fifty, twelve months, including a vacation of about four weeks during the year ; which result shows an increasing interest on the part of parents to keep their children more regular in attendance upon the duties of the school room.

Although there appears from the foregoing to be a growing interest upon the subject of regular attendance, yet comparatively speaking, it is a great barrier to the advancement of the schools of the township.

In some districts good and suitable rooms have been provided, furnished with black-board, maps, &c., the services of competent teachers secured, yet parents seem to fix but little value upon the daily and constant attendance of their children. The effect of this irregularity of attendance upon the general character and success of the schools is most disastrous.

In making an examination of the best books in the different schools of the township, I find that there are some eighty-nine different school books used in the several studies pursued, viz: six in spelling, twelve in reading, six in arithmetic, four in geography, six in grammar, five in other branches.

The first and the last complaint which greets me in almost every district is, "my time is half wasted—my patience is put to the severest trial—my scholars are not advancing, from the simple want of uniform class books."

There has been some attention paid to this subject, however, during the past year, and it is a source of hearty congratulation that the people are beginning to awake to a proper sense of these evils, and that they are demanding a reform.

I would here notice the manifest improvement in the method of teaching during the last three years :

Classification is more thought of than formerly, and the new modes of conducting recitations, in which the object is not simply to apply a test of the scholars application to his lesson, but also to ascertain how far the understanding has grasped the subject. The time is scarcely yet passed, however, when recitations were so conducted that only one individual came in contact with the teacher at a time ; and even if he could explain the principles which the lesson contained, it would be an almost useless waste of time.

Visible illustrations are much more relied upon by teachers now than formerly, and by means of the black-board, with which nearly every district is provided, either the property of the district or the teacher, a class of fifteen or twenty may and are as easily instructed, and on account of the saving of time, very much more thoroughly instructed than one scholar could be under the old process.

There has been received from the state and surplus revenue six hundred and seventy-nine dollars and eighty-nine cents, which, together with the fifteen hundred dollars raised by township, including five hundred dollars raised by district number one, for the purpose of maintaining a free school in that district, makes an aggregate of two thousand one hundred and seventy-nine dollars and eighty-nine cents ; an increase of nearly four hundred dollars upon the amount raised and expended for school purposes last year.

But while it affords me much pleasure to report the increase

of means provided for the better support of our schools, and increase of interest manifested on the part of parent and teacher, yet I regret to mention the very injurious effect the present working of the law in relation to the assessing and collecting of money, has upon the best interests of the schools. It does not meet the practical wants of the community, from the fact of its unequal and unjust taxation; and while those who possess little would willingly contribute toward the support of free schools, they are in a measure deprived of the privilege; and those who have been already liberal, and are warm advocates of our present free school system, yet who are so unfortunate as to possess more property within the limits of the district than their neighbors, are made to bear the burthen of the tax. Now this is unjust; and to remedy the difficulty we must be allowed to follow in the footsteps of our sister states who have gone before, by imposing a larger head or poll-tax. This is what we need, what we want, and what we must have, to establish the system of public instruction upon a permanent basis.

JAMES H. BOUCHER.

#### GREENWICH TOWNSHIP.

I know of no object calling for particular notice in the condition of the schools in this township. They are, I presume, like the mass of primary schools throughout the state, deficient in many respects, but their wants are of such a nature as demand more the care and attention of trustees and patrons than general legislation. The school houses are sadly deficient, not one but what the door from the outside opens immediately into the school room, the desks are so sloping that the books &c., could slide on the floor but for a ledge that is very much in the way in writing, and renders the acquisition of a correct manner of performing that branch almost impossible.

The schools suffer much from the irregularity of attendance

on the part of the scholars, the neglect of trustees to visit the school, and the dissatisfaction at the manner in which money received from the state is appropriated. The elementary branches should at least be taught free in every school in the state. Reading, writing, and a thorough knowledge of arithmetic is certainly very necessary, and was every child instructed freely in these branches, it would do much to advance the general welfare of the community.

I. H. BRADWAY.

#### WOOLWICH TOWNSHIP.

I have not been able to ascertain with any degree of correctness, the number of children who have attended school three, six, or nine months, nor the number of those above the age of 18 years, who have attended school. Our schools in the summer season have all been taught by females, excepting one; in the winter season they are mostly taught by males, the most of the schools being too small, and therefore the salaries too low to secure the services of good and efficient male teachers in the summer season.

There are three schools in the township at this time vacant for the want of competent teachers. Thus far all the schools that are open for the winter are engaged by male teachers. There are thirteen school houses in the township, all frame buildings, excepting one, which is built of stone. They are all of one room each, except one, which has two rooms, and they all have play ground attached. Three of them have been recently built upon a different and on an improved plan from the old buildings. The internal arrangement of most of the old buildings is bad, so far as regards the comfort and convenience of both the scholars and teachers; generally the ceilings are too low and the seats and desks are badly constructed and arranged, and three of them are in a decaying condition.

Three hundred and sixty dollars and thirty-one cents has been raised the present year, by extra tax assessed on the inhabitants of three of the districts, to defray expenses incurred by building and repairing school houses.

The books mostly used in the schools are Angel's series of school books, Smith's grammar and arithmetic, Comly's spelling book, Davie's Algebra, Gummere's Surveying, Mitchell's geography and maps, Murray's introduction and reader, Baker's system of penmanship, Goodrich's History and Bonycastle's Mensuration. I have visited near all the schools twice since I was appointed Superintendent, which was on the 10th of March last.

JACOB HARVEY.

## HUNTERDON COUNTY.

### ALEXANDRIA TOWNSHIP.

Many of our schools are not in a very flourishing condition ; the people do not seem interested in the promotion of education, which I think is the cause of all the difficulty. In those districts where the parents and trustees are interested in the school, and work for the school, a very encouraging state of things exist. Some of our teachers are excellent men and well qualified to fill with credit their responsible stations, others are more inferior with reference to qualifications, being employed for the reason that the districts are unable to support a competent teacher. But upon the whole there has been some improvement in the several districts within the last year ; some have built new houses and otherwise improved the general state of things, so that we may anticipate the time when Alexandria township will fairly be upon the march in an educational point of view.

C. BARTOLETTE.

## BETHLEHEM TOWNSHIP.

I make my report as full as it is possible. I give you all that I can rely on. Having been superintendent since last spring only, I find it exceedingly difficult to obtain an understanding of school matters in a satisfactory manner. They have been in the practice of changing the superintendent in this township for several years past, and he must therefore labor under great disadvantages.

It is gratifying to know that the schools in this township are making perceptible advancement. An increased interest in the common school is manifest in almost every quarter. Parents, than whom none should be more interested, and upon whom all our hopes are founded for ultimate success in this noble enterprise, are becoming awakened, and in very many instances an increased determination is evinced to profit by the advantages the free school affords. They send their children to school with more regularity, are more liberal in buying the most approved books, are more judicious in the selection of teachers, as to their qualifications and mode of teaching and are more watchful generally as to the right use made of the public money. The principal defects in our schools now, and ever has been, is the irregularity of attendance, though the reason for complaint in this particular is not so great at present as formerly. We have many reasons to hope, from daily observation, that this very serious objection will speedily be overcome, by the natural desire and increasing thirst for intelligence and intellectual improvement, which is obviously gaining predominance and giving the most favorable impetus to all lawful business throughout the whole community. The great deficiency in any authorized and regular system of books, the teachers greatest embarrassment and the schools, both individually and collectively, most palpable drawback, though there is not the uniformity recommended, is by no means so deplorable as when the subject was first brought before the people for their consideration. We may justly conclude that this objec-

tion will soon be so far removed as to be unworthy of attention, if our system of free schools can be properly maintained for a few years. Teachers of ability, skill, judgment and acquirements are now considered as indispensably necessary by trustees and employers. It is no longer that a person of no qualifications whatever as a teacher, and with the slightest amount of learning, can obtain admittance anywhere as instructor of youth. The public eye has become very vigilant in this respect, and all impostors are soon detected. The smallness of some districts, which renders them feeble in money matters, compels the trustees to employ such teachers as they would otherwise reject. They forget, in their anxiety for their children's welfare, that the best economy is that which accomplishes the most good in the shortest time, and that they would realize greater advantages from expending their money in six months, with a thoroughly qualified teacher, than in nine months or even a year, with one who is in a great measure incapacitated for the duties of this responsible situation. The neglect with many in this particular, we hope will soon change for solicitude and attention.

This reform movement in this township, like all progressive steps, is slow and in some instances almost imperceptible.—There is nothing decidedly discouraging in this measure to the candid inquirer or the lover of mankind. There yet remains bad houses, inconveniently located, with ill-contrived seats and desks, and unhealthy modes of heating and ventilating. We are as far, however, in this good work of improvement, as we can expect, when we consider the rude and depressed state we were in at the commencement.

There seems to be a sentiment prevailing universally among the friends of free schools, that the money appropriated for school purposes should be raised by the legislature as a direct tax. Their arguments I need not advance, as they are sufficiently obvious to every reflecting mind.

Last year, in this township we raised three dollars per scholar, and this year two dollars.

JOHN T. BIRD.

## EAST AMWELL TOWNSHIP.

I found it impracticable to fill up the report you sent me, further than I have, with any degree of accuracy, therefore I thought best to return it, partly filled, not feeling justified to report on conjecture. The condition of our schools in general is improving. There is more interest manifested towards their promotion than formerly, and the school officers and employers are awakening to the visitation and examination of the schools, which must cause a change in their condition, for whatever enlivens and cheers both the teacher and scholars in their business and incites them to their duty, must increase the prosperity of the schools. But notwithstanding, it is requisite that our schools have the proper funds, as well as care, extended towards them, and as far as my information extends, I am satisfied if the legislature would enact a general state law to establish public schools wholly, it would receive the approbation of at least two-thirds of the community. Then the many difficulties and dissatisfactions now arising from the apportionment of the school money among the employers in the districts would be avoided and which is highly necessary for the promotion and welfare of our schools. Our schools would be filled by the passage of such an act, the advancement of all classes promoted and the support of them, rest alike upon all. I hope our legislature will improve a part of its time at least, in rendering our school system more permanent and universal.

W. W. METTLER.

## LAMBERTVILLE TOWNSHIP.

Yours of the 17th ult., covering blank report, came duly to hand. Enclosed, please find the same, filled up as near the facts as I possibly can, seeing that I have occupied the office only since last April.



We are endeavoring here to turn the people's attention to the importance of educating *the masses*. One of the steps proposed, is to build a large and commodious school house, so that all who are disposed to send may do so. Under the present system, it is exceedingly difficult for the superintendent to say "*who shall attend and who not attend.*" He may so distinguish, I think, by the eleventh section of the act. But to do away with that difficulty it is proposed as above, to build a large room, that all may attend without distinction, &c., who are entitled.

I think a lecture before our lyceum, on the subject of *education*, would be very acceptable. Will you not spare the time during the winter to favor us with something of the kind? I think I could safely guarantee you an audience of several hundred.

Our lyceum has regular meetings on Monday evening of each week. Please say if you will not favor us with a lecture and when? and I will have it duly announced.

A. H. HOLCOMBE.

#### READINGTON TOWNSHIP.

The reports from the different schools have been very limited, yet a good degree of interest is manifested among the people with regard to schools. Of the public meeting of the schools in the township, on the 12th of August last, at which you attended, I need say but little. An impetus was then given to the cause of education which is not likely soon to be lost; the children frequently refer to it, as well as the patrons, as a day well spent; the excellent addresses, as well as the various exhibitions of the progress of the scholars, have made a lasting impression. I deem it a duty to call your attention to the benefits of teachers' institutes. A part of our teachers attended such an institute in Somerset county, in October last, with benefit, lasting to themselves, and apparent in the pro-

gress of their pupils. I would respectfully suggest the propriety of urging upon our legislature to make an appropriation, of one hundred or two hundred dollars for each county for that purpose. Such institutes are not liable to many of the objections urged against a state normal school; and it is evident some place is necessary where our youth may be prepared for teachers. From the advanced state of education in the adjoining county of Somerset, above most of her sister counties, I must here bear testimony to the advantages derived by having county examiners. Though there has been a very manifest improvement in the efficiency of our teachers for a few years past, much more is needed.

JOSEPH THOMPSON.

#### WEST AMWELL TOWNSHIP.

I find a difficulty in filling your reports as to the time of attending school, from the fact that several of the schools are free, that is, the teacher is employed by the quarter, and no day list is kept. There is also a difficulty in making a return in relation to the terms of tuition, although it would not be amiss to state, that where the teachers are hired, the price paid has been fifty dollars, with one exception, (one lady hired at forty-five dollars per quarter.)

I have nothing to urge, but would repeat what I have before stated to the state superintendent. And that is, that the public are in favor of having our schools free, and so provided for by law.

N. V. YOUNG.

## MERCER COUNTY.

## EAST WINDSOR TOWNSHIP.

Being elected superintendent of public schools for the township of East Windsor at the last annual town meeting of said township, I am not able to give you much information in relation to the schools in said township at the present time, although as far as I am able to judge, there is a gradual improvement in our schools, yet not as much as we desire or have reason to expect, when the schools are all free or nearly so. The parents do not take the interest in the education of the rising generation that they should do, as appears by the difference between the attendance and the number returned capable of attending school.

RANDAL C. ROBBINS.

## HOPEWELL TOWNSHIP.

The town superintendent of public schools for the township of Hopewell begs leave to submit the following report :—

The teachers who have taught during the current year were, with but few exceptions, well qualified for their responsible duties, but some of our districts are small and the pupils but little advanced, and the patrons do not feel able to employ good and competent teachers, although we have some teachers employed who would do credit to any common school, in this or any other section of the country.

The school houses in this township, with but few exceptions, are in good repair ; besides there has been two new ones built within the last three years.

You will perceive by the report, that the amount received from the state is five hundred and eighty-four dollars and thirty-six cents, and the same amount is raised by tax on the inhabitants of the township. My opinion is, the district schools ought to be free. In every civilized community taxes are necessary, money must be raised either to support paupers, or to support scholars. Wherever people are educated, they can support themselves, and accordingly, as education flourishes pauperism diminishes. I am one who would pay tax for schooling children, before paying it to support pauperism and crime.

I will close by saying our state superintendent is a resident of our township, and is probably better acquainted with our district schools than myself, being formerly superintendent of the township.

JOHN MUIRHEAD.

#### PRINCETON TOWNSHIP.

Annexed, please find my report of the condition, with the receipts and disbursements of the public money, received for the support of public schools from all sources, for the ensuing year, viz:—thirteen hundred and sixty nine dollars and forty-seven cents. There are in the township five district schools, the majority of which will be kept open nine months. The schools generally are in a flourishing condition, competent and able teachers have been procured to teach. They have given very general satisfaction, and the inhabitants of the several districts manifest a deep desire for their success and advancement.

I have found some difficulty in the distribution of the public funds, arising from the friends of parochial schools and schools connected with various denominations, claiming their full quota from the public money for all children sent by them to their various schools, and not coming under the jurisdiction of the

superintendent or not liable and amenable to any of the regulations or restrictions of the school law. The trustees of the several districts are very much opposed to this system, and even go so far as to deny their right, by a proper construction of the law, to one cent from the public funds for their use, and the decision of the late state superintendent, and the attorney general, have been against their claim. I think it a very important matter, that ought to be set at rest by the proper tribunal, and would call your particular attention to the subject that you may lay the matter before the legislature more fully in your report, and get a decision that will put the matter at rest.

T. F. MANNING.

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## MIDDLESEX COUNTY.

### MONROE TOWNSHIP.

The schools in the township of Monroe, have certainly never been in a more prosperous condition, than they have during the past year. Every district save one (and this a small one, not being able to support a teacher during the whole year, the children attending in the adjoining district,) have been supplied with a teacher, approved by the board of examiners. It has been a pleasing duty to visit the different schools under my charge. In entering the rooms I have received a cordial welcome from the teachers, and the happy, smiling faces of the children have assured me of the pleasure which they have felt in receiving my visits, and in performing the part required of

me. I have also rejoiced in witnessing the new arrangements which have been made upon the interior of several of our school buildings—adding convenience and comfort to the instructor and the instructed. I may safely say that our teachers, as a majority, are better qualified than formerly. Our trustees are more attentive to their duties. Our schools are not vacated as frequently, for the teachers receive better salaries. No teacher is content to remain longer than one quarter in a district where he receives a miserable pittance. When the trustees *pinch* the teacher, the teacher *pinches* the children. In fine I am happy to state, that the interest of the community generally, is increasing in regard to the education of her youth, and when this fully becomes more widely disseminated, the petty difficulties which have heretofore annoyed us will vanish.

JNO. H. MANNING.

#### NORTH BRUNSWICK TOWNSHIP.

Several of the items of this report are of necessity made by anticipation, because all school officers throughout the state being elected in the spring, begin the school year at that time; and again the taxes not being collected and paid over until the twenty-second of December, the town superintendents therefore not having received or paid out any school money except the state apportionments, (which also has not lately been paid according to law) that is hardly a *sane* provision of our school law which requires a minute statistical report for a school year, four months before that year has closed. The whole of this report is therefore to be considered as more or less *prospective*.

Thank heaven! there *is* some "prospect" for our schools in this township, even though a *generation* (apparently) must be educated before we can have a set of decent school trustees. The statistical table seems to call, in its second column, for reports from school districts. *Such* reports (from trustees) I

never yet have heard of in this part of our state. The only statistics are those made by town superintendents during their quarterly visitations; (few enough they are,) not even the trustees annually elected are reported; nor will they ever be until there is a provision in the law (with a sufficient penalty for neglect) to that end.

In my opinion the whole system of school reports—trustees', town superintendents', state superintendents'—all are wrong, and under present arrangements cannot be right. So far as I have examined, the state never yet has had sound and unimpeachable data, upon which to base her legislation for schools. Far more money, I believe, is appropriated for schools every year than has ever been reported. One reason, perhaps, for the timid and shameful character of our legislation upon so momentous a subject, is that our legislators are ignorant of the heart of New Jersey. She is ready for a full, complete, and perfect system of Free Schools. And as one of her sons, in behalf of my fellow citizens, I demand it! Another year will fully reveal how the people of this township feel in regard to free schools. I had hoped to be able in this report, to show this in some measure, but unavoidable delays, in the completion to active operation, of liberal plans for education, have prevented me.

We go for *cheap education* according to the *American system of free schools* in its *widest and noblest extent!* and we will have it soon, to a very considerable extent, even under our present miserable school laws, politicians to the contrary notwithstanding.

I pray them cease from "patching!" give us something complete, perfect, and that right quickly. Let them do as much for the *sane* as they have done for the *insane*, and do it as well.

DAVID BISHOP.

## PERTH AMBOY TOWNSHIP.

You perceive from the report, that I have not filled up the form in every particular specified in it. As to how many scholars have attended *three* months, or *six* months, or *nine* months, or *twelve* months, I am not able to say. For information respecting these points, I made application to the principal of the school, who furnished me with the following:—  
 “Number attending during the whole or a part of the quarter beginning December 1, 1851, and ending February 28, 1852, 228. Number attending during the whole or a part of the quarter beginning March 1, 1852, and ending May 21, 1852, 188. Number attending during the whole or a part of the quarter beginning May 24, 1852, and ending August 13, 1852, 141. Number of different scholars attending present quarter, commencing October 4, 1852, and ending December 21, 1852, 192.”

To the above statistics I have only to add, that our school, at present, as acknowledged on all hands, is a very excellent one, and, I am happy to say, is in a prosperous condition.

Our teachers, both male and female, are well qualified and industrious. It is a matter to be regretted, however, that the children are not more regular in their attendance, and also, that parents and the citizens generally, are not more in the habit of favoring the school with their presence, thereby furnishing encouragement to both the teachers and the taught.

BENJAMIN CORY.

## PISCATAWAY TOWNSHIP.

I forward to you my report of the schools in this township for the past year. Having been the superintendent of the schools for five years, I have had an opportunity to notice the



changes that have taken place during that time. And I can say with assurance that there has been a marked improvement in the schools since the adoption of the present law. Five years ago the average wages of the teachers in this township was forty-eight cents per day, and they boarded themselves. Now they are mostly paid by the term or month, and they will average one dollar and twelve and a half cents per day; none are teaching for less than one dollar per day. In some of the districts they are too well satisfied with those teachers who traverse the old track, using only the reading book, slate, writing book and spelling book. I find that the smallest schools have the best teachers. Such teachers are not looking for large schools, but if they can be compensated, they prefer having a school to whom they can make themselves useful. Geography, grammar, algebra, philosophy, physiology, astronomy and trigonometry, are taught, in part, or all of them, in most of the schools.

Last year two new school houses were built in the township, at a cost of five hundred dollars each. This year one is built at a cost of six hundred dollars, and another passing through general repairs.

I visit all the schools quarterly, and the teachers are examined according to law.

W. B. GILLOTT.

#### WOODBIDGE TOWNSHIP.

It is important, when there is something to do, to consider how it is to be done: in a case like this, should we use facts, or may we employ some favorite notions? does the state superintendent desire to know the case as it is, or would he rather have a separate idea of what it should be? that a brief statement of the real condition is preferred, I do not doubt, and therefore offer a summary, compiled from notes taken at my quarterly visits.

There are, nominally, eighteen districts in this township, though really, only sixteen, as two have been heretofore absorbed in others. There is a school, also, for colored children. The total number between the ages of five and eighteen, is, as returned from the various districts, sixteen hundred and ninety, divided into seventeen integrants, varying in numbers from thirty four to four hundred and forty one. The greatest average attending in all the schools, during the past summer and autumn, is six hundred and seventy, or seven seventeenths of the children, entitled to the public funds. This townships quota of the state appropriation, together with the interest on the surplus revenue, and the town school tax, will, it is estimated, this year, exceed four thousand dollars: enough with an equal division of pupils to pay their tuition throughout the year. A school, having thirty-four in number, requires an instructor, as well as one having twice as many, yet its aid from the funds, is only half as much accordingly. While the larger schools get from four hundred to one thousand dollars, the smaller, receive little more than one hundred dollars; a sum inadequate to support a school more than half the year.

There are at present employed in this town, eleven male, and six female teachers, with salaries varying from thirty-five dollars, to one hundred and twenty-five dollars per quarter, term of sixty, (in some fifty-five) days. These salaries are paid, mostly out of the public funds: the teachers are frequently retained a series of years in the same school. One aged gentleman, a worthy example of this useful class of persons has been thirty-three years in the same school. He merits a pension, though in any case, one might infer from the attachment of his patrons, that he will never need it.

It may safely be assumed, that no profession is supported with more earnest efforts, than that of school teaching, while it must be owned, that these efforts, in most cases, secure quite imperfect returns. Is it because it is a joint stock business from which accrues such dividends, as are uncurrent on change? and, as it is not calculated to excite the selfish cupi-

dity of man, is perpetually poor and pining, even under the blaze of apposite compliments, made by Washington, and every noted American since. It is known, from actual observation, that there are barns built for horses in this town, which exceed in cost, and convenience, fourteen out of its seventeen school houses. We have only three well furnished public school rooms in the township; but another is building, at a cost of over three thousand dollars, which, it is hoped, may throw over our old, and weather-beaten rooms, a dark and disreputable shade, with all their mutilated desks set against the walls, that with the long plank seats, may remind us of those early times when as yet, the cushioned seat was not. It may be best thus to link our earliest associations with the venerated past: thus also, to infuse into the first lessons of childhood, the emotions of sympathy by familiarity with the squalid abodes of poverty.

The great defect in the business of school teaching, comes from not having a plan which has a beginning, and looks to some end. And how, the teacher will say, can we have a plan without a uniformity of books, and the power to class our schools? besides it is very difficult to induce people to forsake ways, however indirect, which they are used to follow. I would answer; buy your own books—establish good schools, and thus build up for yourselves, a professional reputation which is remunerative, in your calling, as well as in others.

I find that most teachers, and other persons of intelligence, desire the abolition of the office of county examiners. They would give the power to license teachers directly to the town superintendent.

SIDNEY AVERILL.

## MONMOUTH COUNTY.

## ATLANTIC TOWNSHIP.

Since my last annual report there has been no marked change in the general condition of the public schools of this township.

The schools have, except the usual vacations been kept open throughout the year.

Teachers of good character, with literary acquirements adequate to the wants of the schools have been employed.

Our people seem to desire permanent teachers, and in many instances no change occurs for years.

All our schools will be free throughout the year, but it does not follow that adequate provision is made for the education of all our children, or that any possible provision would at once accomplish the desired object.

Indifference and neglect, on the part of many parents and guardians, continues to partially defeat the most beneficent measures for extending the blessings of popular education.

The districts are large in territory, having their extreme boundaries one and a half to two miles from the school house, and each containing, with one exception, from one hundred and twenty to one hundred and fifty children, between the ages of five and eighteen years.

The school houses are, with one exception, very creditable structures, for country localities. They are tolerably well furnished, kept in good order, and present a neat appearance. They will comfortably accommodate from thirty to fifty scholars, according to the size of the building, but sixty to seventy children are sometimes crowded into their single rooms. Many of the smaller children cannot attend school regularly, on account of the distance. Some are at times de-

tered by the crowded state of the schools, and many others stay away, apparently through sheer indifference. Our schools are therefore, at present, free, though inadequate to the proper accommodation of all who ought to attend them.

The present comparatively liberal provision for them, is, of course, under the present law, in a great measure contingent upon the action of each annual town meeting, and therefore liable to considerable fluctuations, for there is no great unanimity of feeling among our people in regard to the raising of money, by direct tax, for the support of schools.

The operation of the law in regard to the application of the school money to parts of districts attached to adjoining townships, produces much dissatisfaction, and will, I fear, be made a reason for an important reduction in the amount assessed for the support of schools; there being an unwillingness to sustain a higher tax than the adjoining townships, when a part thereof will be applied for the benefit of others not contributing in like proportion to the common fund.

I had thought of proposing a reconstruction of the districts, making them complete within the township, but it is a work of considerable difficulty, necessarily changing the centres of existing districts, involving the necessity of building new school houses, moving old ones, &c.; besides there is a prevailing opinion among our most intelligent men, that the present law will soon be essentially modified, so that any changes to obviate difficulties under its operation, may soon be rendered worse than useless by a change thereof.

It seems to me that the cause of popular education would be promoted, by contributing, from the resources of the state, a much larger sum, say three times the present annual amount, for the support of public schools, and requiring each township to raise a specified amount for each child, as a condition of receiving its apportionment from the state.

The entire amount should be sufficient to maintain free schools in each district, throughout the ordinary academic year. The amount required of the townships should be comparatively

small, so as not to overburden the poorer localities, but still sufficient to insure general interest in the administration of educational affairs.

Taxation for the support of schools would, in this way, be nearly equalized throughout the state and many questions of difficulty under the existing law would be obviated.

District No. 4, of this township, consists entirely of the North American Phalanx, an industrial association of nine years standing, and organized under the general law of the state authorizing the establishment of companies for manufacturing and other purposes.

Their views of education, as set forth in the report of their district, are peculiar and striking, so much so that I deem it my duty to transmit them to you entire, in their own language.

A copy of their report is therefore enclosed.

N. R. FRENCH.

#### DISTRICT NUMBER FOUR—(THE NORTH AMERICAN PHALANX.)

In matters of education, we have hitherto done little else than keep, as we might, the common district school, introducing, however, from time to time, improved methods of instruction. Our children were too few in number to assert their claims with sufficient force; consequently, from the pressure of other demands, they have been pushed aside; but the time to recognize their rights seems to have arrived, and our effort now is, to establish, not through the exaltation of this, that, or other notable persons, into professorships, but through a body of institutions, reposing upon organized industry, and having organic vitality, the natural methods of education; commencing with the nursery and making through a circle of living corporations, through adequately endowed institutions that fail not, organic provision for the entire life of the child from the cradle upward; and initiating him step by step—not into a nominal ostensible “education” apart from his life, but into the

real business of life, the actual production and distribution of wealth, the science of accounts, and the administration of affairs ; and providing that through uses, the science that lies back of uses shall be acquired ; so, that theory carried out into practice, the application of science to the pursuits of life, shall, through daily use, become as familiar as the mother tongue, and thus placing our children at maturity in the ranks of manhood and womanhood, competent to all the duties and activities of life that they may be qualified by endowment to perform.

In attempting to carry out our views of a normal education, a leading feature of which is, as intimated above, that the senses are first active, that children are curious to know the qualities of things by sight and touch, are desirous to do the things that they see their elders perform ; consequently that the development of the body and its powers is first to be cared for, consequently that as an educational basis, we must organize the various industries of life, and to which each child must have free access, so that each may find such vocations as he is best fitted to perform. Also that children are ambitious of transcending their peers in point of performance, and of equalling those who are their superiors in age, consequently to meet this natural demand, we are to institute a graduated hierarchy of industrial orders, rank above rank, from the nursery to the adult series ; and admission into any one of which, above the infant ranks, is acquired only after having passed a satisfactory examination. So that culture and opportunity shall not be wanting to assure to every one, such vocation, such position, as he may by endowment be entitled to claim.

We have therefore as such basis of education, our industrial organization ; the several series of which embrace the leading pursuits of life, and which series, having perpetual life, gather all knowledges, and husband all experiences. Then as the first step in direct societary education, we have the organized nursery group, which takes charge of the children under three years old. This group takes the child from its busy or ill

qualified mother and places it in the society of its peers, and under the care of competent, intelligent matrons and assistants, no one of whom is on duty long enough to become fatigued, so that the child does not come in contact with the irritable temper or depressed spirits of jaded mothers, or nurses, or servants, but on the contrary, is perpetually in cheerful society of its own age, and under the guardianship of persons who are attracted to the care of children from a love of this function, and who do not become weary of it, because they devote but two hours at a time to their charge.

A group of mentors is formed, consisting of persons advanced in years, who take the charge of children from three to six and a half years old, providing various little industries and communicating suitable instruction to this rank.

A large group of supervisors is also formed, whose business it is to organize industries, teach methods of account, distribution of profits, and administration of affairs of the several ranks of older children.

Thus the children, through the desire of activity and knowledge, are led first to useful industry, care being taken that the tendency to restlessness be not overlooked, so that frequent changes of employment shall prevent any detail from becoming a drudgery; then through industry, to acquire the science pertaining to industry; and when the whole life of children shall be brought under the ceaseless supervision of the various groups of instructors and mentors, the latter will make it their duty to study the nature of the human constitution, and the laws of health; and guided by the lights of science and cumulative experience, to surround the life of the young with influences favorable to the development of all of the natural faculties.

The organization of the directly intellectual instruction is yet to be accomplished: and here again what we have to do is simply to develop the graduated or serial method. Instead of a single school master, vainly attempting to cram into the heads of undeveloped children a miscellaneous mass of know-



ledge, mainly through a single method, and that perhaps the one least adapted to the capacity of children, we have to organize groups of instructors in every possible variety of method ; of which we have indicated in the chapter on the natural methods of instruction, no fewer than eight, while we can discern even a greater number. We do not recognize in every learned man, a true natural instructor ; nor do we demand of every instructor that he shall carry in his head an entire encyclopedia ; but every man of ordinary intelligence, having a natural attraction toward the function of communicating instruction in any one of the ten or eleven methods, is a competent member of one of the ten or eleven corresponding groups of instructors.

The serial organization of instruction brings into play an immense number of very valuable functionaries, who in the simple methods of instruction, necessarily pursued where the serial method does not exist, would be entirely without a sphere ; for in one group or another, a majority of persons would find suitable functions. But it is in the corporate institutions among the children themselves, that lies the great element of strength in the Phalansterian methods of education. In the institution of what we call the rank, we have the germ of a vital, self sufficing organization of the juvenile members of the Phalanx themselves. It is through this organization alone that we can dispense with coercion, and for educational purposes, rely confidently upon the law of attraction and the spirit of emulation.

And here again, it is apparent that the serial organization of industry, is indispensable as a basis of phalansterian education ; the adult series being the topmost grade in the progressive scale of attractions, by which the children are drawn up through successive ranks, from infancy to manhood, while the internal organization of each rank is based upon the same universal law of gradation or the series.

I have thus endeavored to give a hasty and imperfect sketch, or outline, of our idea of the natural methods of education, and a

brief discription of our attempt to institute—to surround our children with a body of institutions that shall meet their entire demand, in accordance with our idea, in place of the merely personal efforts and influence, and single methods of the now prevalent form of education. Our progress in the right direction may be slow, but we have encouragement to believe that it will be true progress.

C. S.

#### FREEHOLD TOWNSHIP.

You will perceive by the return, that not many more than half of the children in the township, between five and eighteen, go to school. How to induce parents to give their children a better education than they do, I do not know. I think, however, if the district schools were free, a greater proportion of the children would attend school.

One of the districts in the township has erected a new school house the past season, which is a very comfortable building. Another district has thoroughly repaired its school house so that it is now not only comfortable but also ornamental. All the school houses in the township are now in good repair.

JOSEPH COMBS.

#### HOWELL TOWNSHIP.

The statistical department of our report, is not quite as full and correct, as we had intended, owing to its having been in course of preparation and nearly completed, at the time your blank report came to hand, asking other matter, than usually supplied.

You will have perceived that we number nine whole dis-

tricts, and one part. District number ten having been recently formed, no school has been taught. The trustees are building a very capacious house, and will probably soon open the school. The others, except number five, are all in operation. During the year, four male and three female teachers have been examined and licensed. While some of the schools, having commenced under very favorable auspices, have not made that proficiency which we had fondly anticipated, there are others which are entitled to especial notice and commendation. Under the impression that a system of rewards and penalties, is not only proper, but indispensable, in all departments of active life, we make allusion to the school at Upper Squankum, in the tutorship of Mr. R. V. Lawrence, a gentleman highly qualified, as respects his educational requirements, and his eminent talent to communicate.

Under his care, for some years, the school has gradually, and more recently, rapidly grown into excellence. The exercises in grammar, geography, and definitions of words, are unsurpassed by any school with which we have acquaintance. Also, the school at Lower Squankum, in the tutorship of Mr. H. La Fetre, an indefatigably laborious, and critically correct teacher, has been raised to eminence, and presents a feeling of interest seldom equalled. This teacher possesses, in an eminent degree, the talent to communicate; and all the numerous branches are taught continuously and correctly, until the pupils understand and retain them. Several very successful teachers now engaged in other schools, have gone from the "studio" of the former, and some are in course of preparation in the latter. The third school we shall allude to is that of Green Grove. This, which but a few months since, was very low in point of education, is rapidly approximating excellence. Mr. H. H. Williams, the teacher, bestows undiminishing labor and care on the school, advancing each branch taught, which pleasingly rewards him in the rapid advancement made by the pupils in their various exercises. The fact is most conclusive, that unless teachers *labor* to render themselves truly useful,

to promote learning, and advance their scholars, such teachers will neither be acceptable or command a fair emolument.

It is ardently desired by our inhabitants, that the legislature no longer disdain the oft-repeated demands, originating in various sections of the state, for "a system of free education." Our condition, in some respects, is much more unpleasant than if we had never expected such a system. In many instances, parents have intentionally neglected to send their children to the schools when any portion of the pay was expected of them; choosing rather to endure the loss of much time, in waiting for the commencement of the winter (free) term. It is hardly possible in these circumscribed limits, to enumerate a moiety of the reasons in favor of granting the wishes of the people of New Jersey, in their repeated, earnest, and most reasonable calls on the legislature for free education. We presume to ask this grant, believing that we have the right to do so, and that a corresponding obligation rests with that body, to enact a law securing to the people this great desideratum. Is it unreasonable to suppose that although not a *wish* had ever been expressed by the inhabitants of the state for such a grant, that the wisdom of the legislature should lead them to anticipate that want, by forthwith, at the *commencement* of the ensuing session, enacting a law authorizing "free schools." We are aware of the apparently insuperable obstacles, that intervene to prevent such an enactment. Whence are the necessary funds to arise? This is the alarming question. Let not this difficulty be magnified beyond its true dimensions. The answer may be found in the laudable motion made by a member of the last legislature, "to apply all the revenues arising from railroads, &c., to the support of education." This done, and the current expenses of the state liquidated by taxation, the public will, doubtless, be well pleased.

Having experienced some inconvenience and delay in receiving the *state* and *other* school moneys—which inconvenience is not only local, but general—we respectfully

suggest an alteration in the "Act to establish public schools," section three, by which all school moneys, coming through the hands of the *county collectors*, shall be paid by that officer, directly into the hands of the town superintendents; thus dispensing with the interposition of the township collectors, and avoiding additional expense and loss of time.

JOHN B. WILLIAMS.

#### MIDDLETOWN TOWNSHIP.

In addition to the statistical information, I am happy to say the cause of education appears to be steadily, though gradually improving. This I think is evinced in the growing disposition manifest at our annual town meetings, to raise by taxation, a larger amount for the support of public schools. At our last meeting, this township voted to raise three dollars for each child between the ages of five and eighteen, in addition to the sums received from the state and county, making in all four thousand, one hundred and sixty-nine dollars, and seventy cents. There seems to be a greater desire upon the part of parents and trustees, that competent teachers should be employed, and adequately remunerated for their toils. We are disposed to look upon this as a favorable indication in reference to our educational interests: our teachers, in point of mental and moral qualifications comparing favorably with any in the state; our schools, with one or two exceptions, have been free, and have been kept open the entire year, and considering the great irregularity in attendance which has too generally prevailed, their progress has been respectable; one of the greatest hindrances to the prosperity of our schools, is the great indifference of parents in reference to the regular attendance of their children. In looking over the school lists, we learn that comparatively few of those who have attended school at all, have attended regularly, thereby rendering it utterly impossible

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for any teacher to impart permanent benefit to the pupils. Here is a grave difficulty which seems to sit as a kind of incubus upon all our educational efforts, a difficulty which the friends of education are called upon (through the means of public meetings and otherwise,) to remove from our midst. Parents and guardians are not sufficiently awake to the importance of their trust. Until an earnest feeling of interest and responsibility can be awakened among them, we need not hope for a rapid advance. The people must appreciate the importance of education, that it is indispensable to permanent success in business, as well in agricultural and mechanical pursuits as in professional life, that it enables them the better to enjoy society, and that their standing and influence in the community are materially affected by it. Trustees must realize more fully than they now do, the vast responsibility rolled upon them of superintending and securing the education of the youth of our land, and be induced to devote more of their time in visiting the schools committed to their care. But the work in which we are engaged is one of great magnitude, and therefore cannot reasonably be expected to be accomplished in a day or a year. In reviewing our past history for the last ten or twelve years, we are encouraged by beholding an advance of at least fifty per cent. in the present character and condition of our schools. Let this reflection prove an incentive to our future action, in seeking to procure such wise and judicious legislation as may yet be deemed necessary to the perfection of the great system of general education, and also to use every laudable measure to elevate and correct public sentiment, so that such legislation may be fully carried out, in all its untold advantages, in the thorough moral and mental training of our youth.

DAVID B. STOUT.

## MILLSTONE TOWNSHIP.

The schools in this township have been generally well conducted, and some of them have been excellent. Whenever the funds appropriated for school purposes shall be sufficient to support free schools, and also to employ well qualified teachers, who enter into the spirit of the improved method of teaching, the benefit to the whole community will more than compensate the increased expense.

JONATHAN FREEMAN.

## OCEAN TOWNSHIP.

I have examined the different schools in the township, and find them in a flourishing condition. They are progressing finely with the aid of very excellent teachers, which we are blessed with in our township. The report I send you I certify to be as nearly correct as possible.

JOSEPH H. COOPER.

## RARITAN TOWNSHIP.

In addition to the report, I would add, that there has been very little alteration, in the condition of the schools in this township, since my last report. Some of the districts embrace a population, scattered widely over the country, in consequence of which the schools are very uncertain and irregular. The pay of teachers also, in some of these districts is quite scanty, and the consequence is, good teachers cannot be obtained. These causes tend very much to retard the progress of educa-

tion in those districts. Although this is the case in some parts of the township, it gives us pleasure to state, that in others we have excellent, and well attended schools, during the whole year. I deem the employment of proper teachers, to be the main spring (in connection with a free school system) to the rapid advancement of the cause of education; but these cannot be employed without the means, and the means cannot be obtained without more zeal for the cause, on the part of those who are personally interested. To impart knowledge, requires a qualification; it is necessary then, that well qualified teachers should be employed in our common schools, if we expect the cause of education to advance rapidly. The subject of having all our district schools free, appears to be attracting considerable attention in this township; and I doubt not but that a judiciously planned system of free schools, throughout the state, would accomplish more for the cause of education, than all other plans that have heretofore been tried. This entire community, with very few exceptions, would heartily approve of such a system. May the day speedily come when this great desideratum shall be accomplished.

GEORGE W. BELL.

#### SHREWSBURY TOWNSHIP.

School District No. one has one school house, a frame building, one story high.

School District No. two has one school house, a frame building, one story high; no enclosed play ground therewith.

School District No. three has one school house, a frame building, one story high; play ground surrounding the same.

School District No. four has one school house, a frame building, one story high; play ground surrounding the same and at a distance from the public highway.

Also, one school room in the basement of a brick building; no play ground connected with the building.



Also, one school house, a frame building, two stories high ; both rooms in it are occupied.

A play ground is attached to the latter school house, a short distance from the public highway.

School District No. five has one school house, a frame building, one story high ; two rooms on the floor for the accommodation of the pupils.

School District No. six has one school house, a frame building, two stories high ; only one room is occupied, the room on the first floor. It has no play ground attached.

School District No. seven has one school house, a frame building, one story high ; no play ground except the public highway.

Pleasant Hill School District has one school room, in the second story of a frame building.

All the schools have good and efficient teachers. The accommodations of each and every school house are of a low order. In fact, most of the school houses are a burlesque on the prosperity of the neighborhood. But we hope they will not long continue so.

The inhabitants seem to have a more lively interest each year in the subject of education.

In an agricultural country, the disposition generally prevails with the people, that children should be kept at home to aid in the various departments of labor. This I think is a mistaken notion. Would it not be more profitable to the parent to employ good and efficient aids in the character of able bodied persons, thereby appropriating to his business a better judgment and more experience, and a more profitable physical power than can be procured from the weakness and inexperience of his children.

But this mistaken notion can only be eradicated, by the heads and principals of families becoming interested in the importance of educating the young.

We find a great majority of persons of the present day, who have passed the meridian of life, deploring their want of an early education.

Each succeeding generation will perceive its need of an information and improvement superior to the preceding.

And it behooves such as have the control and guidance of the young, to inspire the child with a proper desire for knowledge, and not to wean the scholar from the love of school. If the child would receive at home proper inducements for improvements, the pupil would exhibit greater advancement in the school room.

The efforts of the school teacher should be aided, by proper and healthful training and instruction from the parent or guardian at home.

ROBERT ALLEN.

#### UPPER FREEHOLD TOWNSHIP.

No money has been paid out except upon the written order of a majority of the trustees of a district.

*Ages of Teachers.*—Males—1 of 47 years; 2 of 42 years; 1 of 26 years; 2 of 25 years; 1 of 23 years; 1 of 19 years. Females—1 of 21 years; 2 of 19 years.

*Length of time they have taught school.*—2 of them have taught 9 years, 2 have taught 8 years, 1 has taught 7 years, 2 have taught 4 years, 2 have taught 2 years, 1 has taught 1 year, 1 has taught 6 months.

*Length of time that they have taught the school in which they are now engaged.*—2 of them have taught their present school 2 years, 2 have taught 9 months, 4 have taught 6 months, 3 have taught 3 months.

*Teachers Compensation.*—In part of the districts the teachers contract with the trustees; and their compensation, which is paid principally from the public funds, varies from \$50 to \$130 per quarter.

In some districts the teachers are paid \$2 00 per scholar, by the day. In one or two districts the inhabitants pay \$3 00 per scholar for those studying geography and grammar, and \$5 00 for those studying algebra, geometry, latin, &c.

There are 528 pupils at present on the school register; 332

is the average number in daily attendance ; 36 learn the alphabet ; 66 learn to spell without being able to read ; 177 learn to read ; 306 learn to write ; 112 learn arithmetic, but not beyond simple division ; 182 learn arithmetic, beyond simple division ; 214 learn geography ; 94 learn English grammar ; 190 learn to define words ; 21 learn algebra ; 24 learn history ; 4 learn geometry ; 25 learn natural philosophy ; 3 learn surveying ; 10 learn mensuration.

*Teachers.*—We have several well qualified and efficient teachers, who keep up the attention of the pupils and render their studies interesting, but some are incompetent in their education, and unskillful in communicating knowledge.

*Modes of teaching.*—Our teachers class the scholars as far as practicable, have them to recite in concert, exercise on the black board, sing geography and their tables, and after much oral instruction are questioned and examined as to their understanding of the branches they study. This, however, must be received with some exceptions.

*Government.*—Quietness and order are apparent in some schools ; noise and inattention in others. The rod is used to a moderate extent in some, in others not at all.

*Condition of School Houses.*—Two of brick, eight framed, nine with one room, one with two rooms, seven commodious and in good repair, three small and inconvenient, four with play grounds, the others use the highways, or adjacent wood or field.

*Visits of the Town Superintendent.*—Most of the schools have been visited as often as required by law. The trustees in most of the districts have been very inattentive, and there is a great lack of interest in the inhabitants generally.

*Books.*—Comly, Cobb, Town and Sander's spelling books ; Murray, Willard, Town, Parley, McGuffey and Sander's reading books ; Pike, Smith, Coubournee, Davies, Blake, Emerson and Daboll's arithmetic ; Smith's grammar ; Mitchell's geography ; Davies' algebra and geometry ; Gummere's surveying, and Phelp's botany. There is a great want of uniformity in school books.

EZEKIEL COMBS.

## MORRIS COUNTY.

## CHESTER TOWNSHIP.

While it affords me much pleasure to state that the schools in this township are decidedly on the progressive system, and, comparatively speaking, in a flourishing condition, I am nevertheless constrained to say, that they have not reached that degree of perfection which it is both desirable and possible that they should attain.

Paramount among, and at the very foundation of the causes which operate to retard the progress of common schools among us, is the almost entire lack of interest on the part of parents in the condition of their schools. They do not know whether they have a suitable or competent teacher, to whose care is intrusted the moulding of the minds of their children, for they never think of entering within the walls of the school room, and thereby not only investigating the condition of their schools; but, by their presence, encouraging both teacher and children to renewed efforts in the prosecution of their respectively arduous duties.

They know not whether the person to whom they have intrusted the superintendence of their schools, properly discharges his duties either in the examination of teachers or scholars, for to attend one of these examinations they have neither the time nor inclination. They know nothing of the condition of the school room, whether it be cleanly, whether it be sufficiently warmed in winter, whether it be properly ventilated, whether there are any black boards, maps, &c.; in fact, they know nothing about it. And why? All from a perfect indifference to the matter. Would parents but display a proper interest in these matters, institute a thorough examination into the manner in which their schools are conducted,

keep a vigilant oversight of their superintendent and other officers in the discharge of their duties, and, in fact, such an interest as would be commensurate with the high and important cause, ere long we might rank among the foremost in the noble cause of common school education.

W. HILLARD.

#### HANOVER TOWNSHIP.

The superintendent of public schools for the township of Hanover, would respectfully REPORT that he entered upon the duties of his office in April last, since which time he has visited all the schools in the town, which have been kept open six months, twice and some of them three times.

He has the satisfaction to report them generally in a flourishing state, and exhibiting marked tokens of progress.

The condition of the school houses remains much as it was a year ago, although perhaps they are generally in a better state of repair. Two or three however, are becoming so dilapidated as to be unsuitable for the purposes of a school.

One house has been erected during the year, spacious and airy with a commodious play ground adjoining. The house is of wood and has but one school room.

Two applicants for license have been rejected on the ground of incapacity, their examination being in every respect unsatisfactory. Two or three others would have been rejected had it not been feared that the districts in which they were engaged, could not afford sufficient inducements to secure the services of more competent teachers.

Without casting any indiscriminate censure upon teachers, many of whom I know to be laborious, faithful and competent servants of the public, yet the importance of elevating their standard of qualification, and quickening their zeal in their arduous and important labors must be apparent to all who are in any

tolerable degree acquainted with the general condition of our public schools. This might be partially remedied by an appropriation to each county of a fund sufficient to support a teachers institute, two or three weeks in a year which should be free to teachers who possess a license from the county examiners, or town superintendents. It is not supposed that this length of time would supply any material deficiency in the fundamental branches of an English education. It should not be abused to encourage ignorant and unqualified persons to undertake the important office of an instructor of youth on a three weeks preparation. It would however be greatly serviceable to those whose acquirements would justify their appointment to this post, by refreshing their memories, quickening their perceptions, and animating their zeal. It would also stimulate them to make further efforts for their own improvement, as it would serve to impress more deeply upon their minds a sense of the responsibility and importance of their vocation. Many considerations arise in support of this proposal which I will not trespass upon your time to notice, supposing that they will necessarily arise in your own mind, on a moments reflection.

I will however add that a feasible method of accomplishing this object, would seem to be the employment of some competent person on an adequate salary, to superintend these institutes in all the counties of the state, to be assisted by the voluntary labors of town superintendents and other gentlemen, who feel an interest in public schools, and have had experience in teaching. It might also be requisite to obtain some farther aid by affording compensation to professors or others. I can but hope that this matter will receive the favorable consideration of the state superintendent, and that he will bring it to the notice of the Legislature.

Some measures ought also to be taken to increase the number of qualified teachers in the state. It is perhaps a significant fact that one half of the teachers applying for license in this town during the past year are transient persons, that is

were born and educated out of the state of New Jersey, and have come here to follow the vocation of a teacher, and mostly for a limited time. If I am not mistaken this has been the case in a greater or less degree heretofore, and elsewhere within this state, a fact which carries with it a painful comment. For it is doubtless true that in New England and New York, whence these teachers chiefly come, the occupation is as remunerative as it is here. It is not intended to cast any discredit upon those teachers who come to us from other states. New Jersey owes much to their labors. We gladly welcome such of them as are competent to their task. Without them many of our children would be untaught. But is it creditable to the state of New Jersey, to be thus dependant upon other states for the educators of her children?

The remedy for this evil would be in my judgment, the establishment and partial support in every county, of a class of schools between our present public schools and the colleges. Here is a wide chasm which is but partially filled up by private enterprise. If a young man or woman wishes to prepare for extensive usefulness as a teacher of a high order, by acquiring an education somewhat beyond that which our public schools ordinarily afford, it becomes necessary to resort to private instructors and boarding schools, which are always expensive, and often inaccessible to those of limited means by whom our corps of teachers must ever be supplied. If there were incorporated public academies of a high order in every county, where young men could prepare for college, for the study of the professions, for the profession of teacher, or for those other callings which require more learning than most public schools at present afford the facilities for obtaining, the influence upon the cause of popular education would be most salutary, New Jersey would then rear her own instructors.

A single state normal school would do much toward accomplishing this object, but whether it would be as efficacious as these intermediate schools in every county, may admit of a serious doubt. It is her academies and high schools, and not

her normal school, which furnish New York, with her multitudes of competent and efficient teachers, for her "rural districts."

It is not hazardous to affirm that experience has sufficiently demonstrated, that common public schools depend greatly for their efficiency and usefulness upon schools of a higher order, and intermediate between them and colleges.

The organization of these academies should of course be undertaken with great caution, but their ultimate influence upon the course of primary education would abundantly repay all the cost of their organization and support.

GEO. J. KING.

#### MENDHAM TOWNSHIP.

The tabular statement while it is true to the letter, gives but an imperfect picture of the state and condition of the public schools of this township. There is a sad falling off in the comparative numbers that have attended school at all, being less than seventy per cent., while a reference to the reports of forty-eight and forty-nine, gives fully ninety-five per cent. So too the average time the schools have been kept open is seven and-a-half, instead of nine and-a-half months. Here then there is reason to suspect, either the want of efficiency, on the part of school officers, or a culpable neglect on the part of parents and guardians, perhaps both. The apparent superabundant supply of teachers, in connection with the fact, that half the schools have been vacant half the year, for the want of teachers exposes if possible a still greater evil. I mean the inadequate supply of competent permanent teachers. But whether this may be considered a cause, or the effect, is worthy the employers careful consideration. From the existence, of the fact however, it would seem that if we need any further legislation on the subject of public schools, it is something



that will give us such supply, with some such feature about it, as will relieve both employer and employee of the infectious disposition to change, and then by way of supplement, if needs be, some reformatory plan, to induce all the parents to send all their children.

In sober earnestness, while I would rejoice to see a school law as perfect as the combined experience and wisdom of our legislators could make it, yet I should feel there must be a failure, except the good people of each township, and of each school district, were cordial in their determination, to maintain a good school, and with such determination, they need not fear any existing imperfections.

J. FORD MORRIS.

#### MORRIS TOWNSHIP.

The tabular report is as nearly accurate as circumstances will permit. As my term of office dates back only to last April, and many of the teachers have left since last winter, without leaving any reports behind them, and as I knew not the particular items to be embodied in my report, until I received your letter, which was only a few days ago, I can only give the numbers attending school approximately. Using all the time and means in my power, I have given what I believe to be very near the truth. Were blanks furnished to every teacher, to be filled up at the close of each quarter, before he could draw his pay, accurate statistics might be easily obtained.

Interest in education seems to be increasing in this township, yet there are some difficulties also on the increase. One deserving notice is, a growing disposition to rely solely upon the public money for the support of the schools. Some districts are able to sustain a school absolutely free for the whole of the year. Others, unable to do this, have been in the habit of charging a small amount per scholar, to make up the deficiency.

But it is becoming more and more difficult to collect this charge. Teachers are becoming more unwilling to take schools in such districts, and run the risk of collecting a part of their pay. The popular feeling is that the public schools ought to be absolutely free, and the probability is that ere long the custom will prevail, very widely, of keeping free schools as long as the public money lasts, and attempt no other.

Could the school law be so amended as to provide in some way for the entire support of public schools, they might be made far more efficient and more easily controlled.

I have made about forty visits to the different schools. Scarcely any visits are made by trustees or parents in any of the districts.

JNO. W. JOHNSON.

#### RANDOLPH TOWNSHIP.

Though a less sum of money for school purposes was raised in our township this year than last, still the schools, during the months in which they have been kept open, have all been free, except in Dover. This district, which contains two hundred and seventy-four children, was incorporated in the spring, and voted to apply its funds to enlarge and repair the school house.

We have now a neat and convenient building, containing two departments, with a recitation room. One department is for the larger scholars and the other for the younger ones. This latter is conducted after the plan of the primary schools of New York. This arrangement is regarded as a very great improvement, and meets a want which has been long felt. All the children in the primary department are taught at the same time, and with such a variety of exercises that there is no danger of fatigue or curved spines.

We have been greatly impressed with the obvious reflection, how much a good house, with appropriate seats, adds to the comfort, health, order and improvement of the scholars.

B. C. MEGIE.

#### ROXBURY TOWNSHIP.

This is my first years' service as town superintendent. The manner of my report to you I did not understand until now, and am not as fully prepared as I otherwise would have been.

The school money has, I think, in general, been judiciously applied.

Inexperience in teachers offered by trustees, is one principal obstacle to the progress of education.

A teacher's regimen would no doubt be productive of good to common school education.

SAMUEL W. CAREY.

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#### PASSAIC COUNTY.

##### ACQUACKANONK TOWNSHIP.

In our township we have six districts, and one union district, formed of parts of Acquackanonk and Paterson, and Saddle River townships, in Bergen county.

The total number of children between the ages of five and eighteen, in Acquackanonk township, is nine hundred and forty-three.

We have six different public school houses in the township; the school house of Union district is situated in Paterson township. The school houses generally, are in good condition, and arrangements are making to make them all comfortable and decent. There is more interest taken lately in the cause of education than formerly. There are two free schools, and a third about to be established, free. The amount of money raised in the township is the same as last year, yet under a new arrangement, made by me in its application, the schools have all been kept open thus far, and so intend to do through the winter. (I apportioned the amount to each quarter, and it has had a good effect thus far.) Teachers receive from fifty to eighty dollars per quarter.

The amount of money I have received is as follows :

From my predecessor, May 17, 1852,	\$271 65
Received from township collector the amount of state school fund, August and November,	480 14
October 26, of township tax,	150 00
	<hr/>
Making the total amount received thus far,	\$901 79
The amount paid out on orders is	871 69
	<hr/>
Leaving a balance on hand of	\$30 10
	<hr/>

The amount expected to be received from all sources is as follows :

From state fund,	\$480 14
From township taxes,	800 00
From district number five, addition,	150 00
“ “ “ “ for repairs, &c.,	30 00
Balance of last year,	271 65
	<hr/>

Making the total amount to be received by me, \$1,731 79

The amount of money for each child in the districts is one dollar and thirty-three cents, from the amount of the present

year. The number of teachers is eight, one of whom is a female. Their ages are as follows: twenty-four years, twenty-three, twenty-two, twenty-three, forty, twenty-eight. Most of them are from the eastern states, and have taught school five years, six months, four months, three years, six months, six years. They have taught in the present schools two years, six months, six months, four weeks, three weeks, six months, six months. I have visited the schools once each quarter, and in some of the schools the trustees have attended with me. The books in general use are Saunder's, third book; McGuffie's first, second, third and fourth; Webster's English speller; Webster's definer; Adams' arithmetic; Day's, Thompson's and Smith's geography; Adams' book-keeping; Smith's grammar and testament.

I have given you what I have been able to gather. The teachers have changed so recently in many of the schools that it has been difficult to get a more accurate statement.

C. G. VAN RIPER.

#### MANCHESTER TOWNSHIP.

I am happy to report a manifest improvement in the character and condition of the schools generally throughout the township during the year. For the first time, I am permitted to state, that the schools have all been kept open throughout the year. The attendance, too, has been much larger than any previous year. I have also found much more regularity in the attendance. Employers begin to feel that the improvement of their children depends very much upon the uniformity and constancy with which they are found in their places. Though the teachers are not all, in respect to education and skill in communicating instruction, that we could desire, yet there seems to be a good degree of diligence and a disposition

to do the best for the improvement of their respective charges. Our school houses are all in good and comfortable condition—principally new buildings, some of them with the modern improvements in desks and seats. Two of them, in the large districts, are furnished with double rooms; but none of the houses have scarcely any more convenient play grounds than the street or highway. The largest of the two last mentioned districts, numbering more than four hundred children, I have sought earnestly to have divided, but hitherto without success. Two teachers and one assistant have been employed in this district, during the year; but with an attendance of two hundred children, it is out of the question for them to do justice to their pupils. This school during the year has been entirely free, in consequence of the largest amount of the funds being appropriated to it, containing as it does, nearly one-half the children in the township. But then the advantage to the children is far less than in the smaller districts; besides many are sent to private schools because of the want of accommodations. Did it remain with the superintendent, this district would have long since been divided, but as the law does not allow him to alter the bounds of a district after it has been incorporated, we must wait until the people move in the matter. I have visited the schools regularly, but am sorry to say, that the trustees and the inhabitants generally are very remiss in this respect. This should not be. If employers would manifest more interest and visit the schools frequently their visits would produce a very beneficial effect on both teachers and pupils.

The funds received from the state, amounting to four hundred and sixty-three dollars and eighty-four cents, and one thousand dollars raised by tax in the township, have been appropriated to the respective districts, according to the number of children returned.

JOHN H. DURYEA.

## POMPTON TOWNSHIP.

From the statistics, it will be observed that nothing like half the children of this township attend school ; a lamentable fact, indeed. I am at a loss to know what to suggest as a remedy for this evil. If the schools should be kept open entirely free, I hardly think that would induce many parents to send. Our legislatures have contributed liberally, in adding to the state fund for the benefit of public schools, and a majority of the principal tax payers of this township, I believe, are also willing to support the schools, if parents would take an interest and send their children. In looking around, and seeing so many of our children growing up destitute of an education, reminds me of a remark I heard a friend of mine make when I was young and growing up. Said he, "How many children are left to grow up, in comparison to the few who are brought up ; how few appreciate the advantages of a good education." "Knowledge," says Lord Bacon, "is power ;" ignorance, on the contrary, so far from being, as some affirm, the mother of devotion, is the fruitful source of every species of crime. To impart knowledge to others, men must be qualified to teach ; to deal with mind requires men of minds, and not novices. It becomes us then, in view of these facts, to employ teachers in our common schools, of as good qualifications as possible. This will tend to elevate greatly the standard of education.

E. K. BOARD.

## SALEM COUNTY.

## LOWER ALLOWAYS CREEK.

In forwarding this report at so late a date, it may be proper to state in explanation, that the blank, which appears to have been mailed on the 27th November, did not reach me until the 18th of this month, three days after the time fixed by law for such reports to be forwarded; and the questions to be answered in this, varying somewhat from those in the report of last year, have occupied the time which has since elapsed.

The character of our schools we believe to be gradually improving, especially those taught by females, they being the only schools in the township within the past year, in which any of the higher branches of education have been efficiently taught; those taught by males being confined pretty much to the first rudiments of school education, to wit, spelling, reading, writing and arithmetic. This state of things has been produced by the small compensation offered to teachers, so that all suitably qualified young men turn their attention to other employments, which afford them a better remuneration. Most of the females employed as teachers, are such as have acquired an education to fit them for that business, and who intend following it; on the other hand, our male teachers, most of them, are the sons of farmers, and others out of business in the winter season, and engage in teaching to fill up the time.

The trustees of schools in the several districts manage their own schools, without any interference of the town superintendent, public sentiment being adverse to his subjecting the township to the expense which would result from observing the plain letter of the law in visiting schools.

WADDINGTON BRADWAY.



## SALEM TOWNSHIP.

So far as can be perceived, the practical benefits of the public school system have been such as to answer the expectations of its friends in this township. Children who would otherwise have remained in ignorance, are now enabled to receive a good common education. The schools are conducted with efficiency, and I believe with every indication of success. Every year will doubtless add to the great blessings they confer upon the community, in the increase of useful knowledge, and all those mental acquirements which qualify the child for the duties of the man. It is a settled point in this republican country, that the people should be educated, and there is no other plan more eminently calculated to bring about this great result than the system of public schools.

WM. B. OTIS.

## UPPER ALLOWAYS CREEK.

As regards the schools under my superintendence, I have but a little to say, but I think from present indications, that they are on the gaining ground. The school law has had a favorable impression on the people, and our schools, have been very much improved as a general thing; but still we want some thing more done, and that is our school houses are in a very bad condition, and in some neighborhoods the citizens do not feel themselves able to rebuild them; but I think if they could receive some remuneration from the state, they would endeavor to keep the houses in better repair, and better adapted to the convenience of the children, and stimulate them to make greater improvements, but as they are, (at least some of them,)

it is almost impossible for the children to keep warm and comfortable. We have in this township one district school established under the supplement to the act entitled "An act to establish public schools," approved March 14, 1851; it is district number eight, in the village of Allowaystown, and there are two hundred and eighty-nine children in the said district, and the inhabitants of said district raised four hundred dollars by tax for said school, and their quota received from the township for this year is three hundred and seventy-two dollars and eighty-one cents. This, added to the above four hundred, makes the sum of seven hundred and seventy-two dollars and eighty-one cents, which has been sufficient to keep the school open the year around, besides purchasing books, stationery, fuel, &c., and consequently the school has been free to all. There is one male teacher who receives four hundred dollars per year, and one female teacher, with an assistant, at three hundred per year. There is a very good house in this district, two stories high, and of sufficient dimensions to accommodate the scholars, but there appears not to be the satisfaction manifested that there should be, in regard to the district system. The aforesaid district is small, being a village, with only a few farms or landed estates in it, and I think if it could only be a county or township affair it would be more equal, as for instance, there are some large land holders that have purchased a house and lot, and moved into the said village, with their families, when their land and estate lay out of the bounds of the district, and consequently have the advantage of the school, and their property is freed from district tax, which makes it bear very hard on a few land holders in the district. I think if there could be some alterations made in the district law, to tax the land for district purposes, to the person in the district where he resides, it would have a very beneficial effect. I merely make these suggestions to show you how the district system operates with us.

WILLIAM HOUSE.

## UPPER PITTSBORO TOWNSHIP.

To the report furnished, I add briefly, that during the past year our people have manifested a greater desire to procure the services of well qualified teachers than usual. If they would now consent to enlarge the districts we could keep up the schools nine months in the year, this would be all our township would need. The cause of instruction, pursued by our teachers, is better adapted to call into exercise the faculties of the scholar than formerly taught.

The books most in use are Webster's spelling book, Comly's first and second class reader, Emerson's first and second class reader, Porter's rhetorical class reader, and Goodrich's history of the United States. More attention has been given to procure a uniform set of text books during the past year. Upon the whole we report progress.

N. G. SWING.

## SOMERSET COUNTY.

## REPORT OF COUNTY EXAMINERS.

The undersigned respectfully offer to the state superintendent the following report of our operations as a board of county examiners for Somerset county, since December fifteenth, eighteen hundred and fifty-one.

We have licensed under examination, twenty males and eleven females, and re-licensed twenty eight males and eight

females, the most of whom were re-examined—in all, sixty seven. Of these, two were licensed for six months, and seven for three months. In a majority of these last, (for three months,) the teacher had taken the school, and been engaged in it from four to seven or eight weeks, not having complied with what we deem to be the spirit of the law, to ask for a license before entering upon the duties of the school, and when we entered upon the examination we found them scarcely up to the grade at which we desire to have the teachers of Somerset county.

An institute for teachers was held at Boundbrook in the month of October. A printed copy of the proceedings of that institute has been forwarded to you, and this relieves us from the necessity of any remark on that topic. At the instance of the members, petitions are in circulation for the furtherance of such institutes which will be forwarded to the legislature in due time.

C. C. HOAGLAND,  
R. K. RODGERS.

#### BERNARDS TOWNSHIP.

I herewith transmit the statistical returns from the several school districts in the township of Bernards. The report is not as accurate as I could wish, but as nearly so as I could make it. In several of the districts different teachers have been employed, and some of them on going away failed to leave a correct report of the number of children attending school during the time of their occupancy, and for this reason my figures may fail to tell the exact truth in the case.

We have in the township of Bernards eight whole districts and five parts of districts. The five parts of districts abstract just 100 children from the 750 in the township, leaving 650, or an average of 81 to each whole district. Of these 650 chil-

dren, 370, or something more than one-half, have attended school part of the year.

In four of the districts the schools have been kept open the whole year. In the other four they have been open only nine months. In three of them there is no school at present.

We have found considerable difficulty in procuring competent teachers, and then in retaining them for any very great length of time, on account of insufficient encouragement and support. This no doubt is owing, in a great measure, to the very general absence of right views on the great subject of education. Were its benefits and importance properly appreciated we should have all our school houses well filled throughout the year. On the whole, however, we believe that some progress has been made towards a better state of things, and we are not without some grounds for the hope that this better state of things will be realized in a not very distant future.

All our school rooms are furnished with a map of the county, and some of them with a set of outline maps in common use; and I have succeeded during the past season in placing six of the maps of the state in as many different school houses.

J. T. ENGLISH.

#### BRANCHBURG TOWNSHIP.

At our town meeting last April, it was voted to raise \$500, for free schools which is almost double the amount we have ever before raised. The surplus revenue was also voted for schools, which you will perceive stands in the column specifying the amount from other sources which is \$134,96 cts., this together with the state fund which is \$177,88 cts. and the amount raised by tax, makes the sum of \$812,84 cts. I had in hand of last year \$6,63 cts. which makes the whole amount for this year \$819,47 cts., which is \$2,33 cts. per scholar.

The schools of our township are now in good condition, the

school houses are all good, the schools are well supplied with books, we have good competent teachers and the people of Branchburg, show as much interest in schools, if not more than any of the adjoining townships. It was said at our school celebration, on the 4th day of July last, by three distinguished speakers, that Branchburg was the banner township of Somerset county, in the spirit of education.

GEORGE W. VROOM.

#### FRANKLIN TOWNSHIP.

Having been chosen superintendent of the township of Franklin, Somerset county last spring, I beg leave in accordance with my duty to submit the following report :

The number of districts in the township are sixteen, of which seven are parts of districts.

I have visited some of them once in each quarter, others not so often, but have examined into the condition of them all. The schools have all been open and in operation most of the time, and the attendance numerous; being considerably increased over last year as you will perceive by comparing last year's report with this.

The teachers at present engaged in teaching in the township, are ten males and four females, and most of them, I am happy to say, I believe to be good teachers.

The proportion of female teachers during the early part of the year was rather greater than at present. While most districts appear to prefer male teachers, and with good reason for larger scholars; we have some females who are superior teachers, and under whose care the children appear to improve and to be kept in as good order as in those schools taught by the best male teachers.

Two of the districts in the township, and one part district have each two teachers, a male and female, an arrangement

highly advantageous where the schools are large enough to warrant the division.

I am satisfied from visiting the schools, that it is far more advantageous to the pupil, and economical for the employer, to have large schools with competent teachers, even if we have to pay what appears a large price, than to employ inferior teachers for small schools at a smaller compensation.

There appears too great disposition to multiply schools, and have them convenient for infants, rather than to have them well sustained and attended. I am satisfied that the law allows, and that there is a disposition in parents to send their children to school too early.

I think that six or seven is young enough for a child to commence school, particularly if the bench is without a back, as they still are in some of our school houses, and so high that they can not touch their feet to the floor.

Parents in general throughout the township, manifest an interest in the cause of education, and the condition of schools.

This is done in no more certain manner than in the erection of school houses.

Most of the houses that have been built within a few years, have been so arranged internally as to be advantageous to the teacher, and comfortable and pleasant for the children. They have also been placed upon lots suitable for the purpose, and surrounded by play grounds, shade trees, &c.

Such a house cannot but contrast favorably with those erected fifty years since, which were usually placed upon some waste spot of land thought to be fit for nothing else, or upon the road side so that the children could not step out of the door without going into the mud or dust, as the season might be adapted to produce the one or the other. There are several specimens of the latter variety still remaining in the township, but the number is becoming "small by degrees and beautifully less."

The two thousand dollars which the township raises in addition to the state fund, makes our schools nearly free ; in fact some two

or three, are quite so for the whole year. I have observed in those districts which are free, or approach nearest to it, the attendance is larger in proportion to the number returned than in those which are otherwise.

A difficulty arises in our township (perhaps it may in some others,) about getting the funds in time for use. The larger part of the money, that raised by the township, does not come to hand until late in December, and the state fund goes but a little way in meeting the orders of the trustees upon the superintendent for the first and second quarter salary of teachers. This not only embarrasses the operation of the schools, but wrongs the teacher who is entitled to his money when due. I know of no way to obviate this difficulty, unless a year could intervene between the collection and the time of using the money—that is, if the funds raised this year, and collected this December, could be used for next years schools.

Would it not be far better to make the schools all free by state appropriation ?

I find upon conversing with citizens of the township, that many are in favor of the recommendation of the governor in his last annual message, “that the revenue annually derivable from our public works, be wholly devoted to the cause of education.”

This would put our schools free on a firm basis, not subject to the caprices of the hour, or the notions of town policy of some few influential individuals at a town meeting.

That the burden might not be too great upon the rich, or too easy upon the poor, an increased poll tax might be imposed upon each voter.

L. H. MOSHER.



## HILLSBORO TOWNSHIP.

There is a good feeling in this township, both among teachers and pupils. The interest teachers take in the children under their care is deserving of the highest commendation. I may say there is nothing on their part that is not done to profit the young mind—and as a proof of their zeal in the cause, from the fifteen districts within our limits, fourteen of the teachers were in attendance at the institute held at Boundbrook, (a copy of which I expect you have received before this,) which is more than from any township in the county. It was not my privilege to attend the institute, being at the time thereof at St. Louis, yet I cannot but express my approbation of this mode of improvement to the teachers to qualify them for their important work.

There has been one new school house erected, (of great credit to the district,) and others arranged with internal improvements in seating, outline maps, globes, and necessary apparatus for the benefit of the children, within the past year.

There has been two or three pic-nics in the township, in which one, two and three schools participated with each other in listening to able speakers and joining in singing, (which seems to be taught to some degree in many schools.) Besides these, we had an annual celebration in a grove near the centre of the township, which I regret, (on account of sickness,) it was not your privilege to attend, where nearly all the children, with their teachers and parents, and friends of education assembled. The addresses were listened to with deep interest by all, and I cannot but believe that an influence therefrom will be felt in behalf of the advancement of this important cause.

It is with regret I communicate an almost universal complaint of the teachers that their trustees and employers visit the school room so seldom. This I most deeply regret, for I believe there is no one thing they could do that would awaken in their minds a deeper interest in this, of all others the most im-

portant to their children. The teachers feel they need their countenance in this particular as much as in any other—and I am sure, from the manner both teachers and children receive my visits, much good might result to all therefrom; and when this is realized, we may expect the school room furnished with all that will be necessary to the comfort and advancement of the young mind.

P. N. BEEKMAN.

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## SUSSEX COUNTY.

### FRANKFORD TOWNSHIP.

The schools in this township have been in constant operation from the date of my last report up to the first of April, since which time only four have been kept open all the time, while the other seven have been in operation on an average only three and a half months out of eight and a half. Consequently, I have to report a falling off of the average number of months which the schools have been kept open. Last year the number of months was ten and a half. This year it is only eight. This diminution is caused by the fact that no money was raised by the township at their last annual meeting in April last. At the town meeting in April, eighteen hundred and fifty-one, it was voted to raise three dollars per scholar. This sum, in addition to the state appropriation was appropriated to the support of the schools during the year from April first, eighteen hundred and fifty-one to April, eighteen hundred and fifty-two, and was sufficient to support most of the schools during that period. During that part of this year, (viz: from the fifteenth

of December last to the first of April last,) for which this money was appropriated, the average number of months in which the schools were kept open, will no doubt be as high as eleven or eleven and a half. Since the first of April, eighteen hundred and fifty-two, a period of eight and a half months, there being nothing raised by tax by the town, and the schools having to depend on the state money and the interest of the surplus revenue, a sum amounting only to about eighty cents a scholar, between the ages of five and eighteen in the township, we find the average number of months is only five out of eight and a half which the schools have been kept open, and seven of the schools out of eleven have averaged only three and a half months, which is less than half of the time.

At the present time there is only six schools out of the eleven in operation.

It is not necessary for me to express an opinion on the present public school system. The above statistics and facts will show how it works.

One district has been added to the former number in this township, making eleven districts and eleven school houses in this township, one of which is new, others are in good repair, but quite a number are in a bad state.

There are also three fragments of districts which belong to other districts in adjoining towns. From these also returns have been received, and there has been apportioned to them their quota of the public money.

One great difficulty which we have to contend with, in keeping the schools open is, many of the districts are entirely too small to support a good school, so that they are destitute of the privilege during the greater part of the year.

This difficulty is of such a nature that it will not be entirely remedied, even if a sufficient amount of money be raised to school every child in the township that can attend school.—There will be an inequality, until the districts are more equally arranged.

Some districts will receive more money than they need, and

hence will be induced to use it without economy. Others will not receive enough, and therefore cannot afford to employ competent teachers.

Instead of there being a disposition on the part of the people to remedy this difficulty they are too much disposed to divide and make their districts smaller.

The town or state must take this matter in hand or it will never be removed.

I have, with the trustees, according to law, examined and licensed the teachers who have been employed, and as a general thing we have had competent teachers. I have also visited the schools as often as once a quarter.

ALFRED KETCHUM.

#### NEWTON TOWNSHIP.

In this township, the schools have been pretty well supplied with qualified teachers, in consequence of the large and liberal amount raised for schools this and last year. Teachers are sure to find out those townships which have school money to the extent of the law, and as a matter of course prefer teaching in them. Still they do not make a proper distinction, nor do the people see the great disparity which exists between a certain amount received without labor or loss, or to an uncertain amount with loss of time, with labor and loss. Fifty dollars per quarter, in a rural district, where the money can be drawn at once from the town, is often better than seventy dollars to be collected from the employers.

As, admitting the teacher receives the most of that amount, he loses much time in its collection, and in most districts ten or more of the school bills are not collectible. It would be far better for the state to take the matter in her own hands, as then whatever amount would be appropriated would be uniform, and with her present resources a great amount of the ed-

education of the state might be paid for by her. As now all depends on the humor of a town meeting, and as it happened last spring, this township raised to the extent of the law, which was enough to keep a school in any good sized rural district, open the whole year, while the surrounding townships only gave the interest of the surplus revenue fund in addition with the state fund. When districts were made up of part of this, and part of an adjoining township, our part of the teachers wages was proportionally more than that of the latter, ours being certain, while the other was uncertain. It has also been hinted that persons living in adjoining townships demanded and received benefits from our money. If the board of chosen freeholders do not appoint county examiners, the town superintendents should have the sole power of license, or else put the power wholly in the hands of the trustees. As the law now stands, the town superintendents are mostly called on when the teacher or trustees want money. If trustees continue to be associated with the town superintendents, no license should be valid unless obtained before the school is commenced. Where county examiners are appointed, the county might be laid off into districts, and the name of one examiner and that of the town superintendent to a license (unless other examiners attend and dissent) should be enough.

The early age of five years is too soon to allow the child to be taught free. Children under seven years are mostly sent to school to get them out of their mother's way. Mentally, they are little benefitted, and physically, they are too commonly injured, and that injury is apt to be a life inheritance.

The principle is wrong in every aspect in which it is viewed. It inspires morally, mentally and physically, with no resulting benefits. It also infringes the rights of those more capable of receiving the benefits of education. In villages, very young children can attend school, while in suburban parts persons of like age cannot. When the number of beneficiaries is much increased, the individual benefits is diminished. Suppose a school to consist of fifty scholars, who attend, between the

ages of five and eighteen, and that the amount annually received by the district be two hundred and twenty dollars, then each scholar will receive four dollars and forty cents; but if ten of that number be under seven years of age, and these ten are excluded, we have forty who will consequently receive each five dollars and fifty cents. Some regulation should be made in our school law with regard to the use of tobacco by teachers and pupils. First, no teacher should receive any public money who uses tobacco in any form. They should be excluded, as well as those who use intoxicating drinks, and this by law. How can we expect that examiners who love *rum* and *tobacco* themselves, can see the evil in others? The use of the *weed* is morally wrong, and physically a great evil, particularly in boys, on whose constitutions we daily see its baneful effects, sending hundreds prematurely to the tomb, who are never suspected to be injured thereby, the blame being laid on dyspepsia, consumption, &c., while the true cause is lost sight of by both parent and physician. In a close room the air is certainly vitiated enough without adding thereto the fumes of tobacco. How little parents know, when their child comes home with its head ready to burst, and the stomach rejecting food, how much of it is attributable to the contaminated breath of the teacher, or some neglected boy, which this poor child had to inhale through the day? The teacher's example, also, has a powerful influence for good or for evil, on his scholars. Every pupil who uses the *weed* should be excluded not only from the benefits of the school fund, but also from the school. In addition, no child should be admitted without a certificate from a physician in regular standing, stating that the child had previously the small pox or a genuine case of kine pock. The cicatrix on the arm should never be taken as evidence, as a very large cicatrix is sometimes left by a spurious case of kine pock, which will not be a sufficient security against an attack of small pox, though it may somewhat modify it.

This regulation is adopted by some of the states of Germany.

FRANCIS MORAN.

## VERNON TOWNSHIP.

In making my report I can only speak of the schools since the first of April, the time I came into office. Therefore it cannot be relied on as an exact statement, as far as regards the attendance, for there is but two districts in the township that have kept any record of the schools last winter; although the districts all have blank books for the purpose, and have often been requested by the superintendent to do so. To remove this difficulty, I would recommend to the trustees of the several districts to require of their teachers, a statement of the names of scholars, with the number of days that each attends, before giving them an order for the school fund; this would enable the superintendent to make out a reliable statement.

As regards the condition of our schools the past year, I am happy to say they are gradually on the increase; more interest being manifested by the employers than formerly, both as regards the qualification of the teachers and a suitable house for the school. But there is a scarcity of good teachers in this township; some districts have had to employ very indifferent ones and others have been vacant of a school for some time in consequence.

There is now only eight schools in the township which have teachers engaged for the winter, the others are anxiously inquiring for teachers.

We have had one school house built this season, which reflects credit on the district; and one old house repaired and made comfortable. District number three voted to raise money to build a school house and gave the assessor the proper notice, but owing to the opposition of a part of the district they have not built any. The district appointed a building committee last spring and they put out the house to build by the job; but the man who took it has not done anything towards it, and now the dissatisfied part of the dis-

trict say to the trustees that if the money is collected they will prosecute them, and therefore the trustees, being a little frightened, served a notice on the collector, a few days since, for him not to collect the assessment, nor even enough to pay either the fees of the assessor or collector; but the collector told them he considered it to be his duty to collect the money, for if he did not they could call on him and make him pay it. Another district, number sixteen, raised money last year to build a school house, but the district became divided on account of the location of the house, and as a part of the district say, the trustees built larger than was necessary or intended, consequently their money gave out, leaving their house without a floor or windows, and there it stands, they not having any school the past year, and the district will not consent to raise any more money to finish it.

Some of the districts have applied their portion of the public fund, or a part of it, to the maintainance of free schools, viz.: number one, three months; number three, five months; number four, seven months; number ten, four months; number twelve, five months; and number seventeen, six months. The other districts have divided their money quarterly as formerly.

A part of this township was cut off and annexed to Hardiston last April, comprising one whole district and one part of a district, which was formerly composed of part of Hardiston and Vernon, and a part of a district which was formerly all in this township.

The people generally are in favor of free schools, but opposed to having their districts taxed individually to support them; but think the state ought to appropriate a much larger sum than it now does. A number of the schools in this township are small and the employers not very wealthy, consequently they do not feel able to keep a school much if any longer than their public fund will pay.

We voted to raise \$500,00 for the support of schools in the township last year, but the township being in debt, it was not



all paid over, only 420,25 ; the balance was withheld by the township committee.

We received from the state the past year \$369,56, and from interest of surplus revenue \$256,90, making in all \$1046,71 a part of which has been used, and the balance will nearly all be by the first of April next.

HENRY H. BETTS.

## OCEAN COUNTY.

### UNION TOWNSHIP.

In making to you the required report from this township, the undersigned cannot forbear expressing the satisfaction he feels at the increased interest so generally manifested in the welfare of the schools by the people throughout the township, evinced by their levying upon themselves a higher tax than ever, at the last annual town meeting, by the increased attendance at the schools, and by sentiments expressed on all proper occasions. From their activity and interest, proven by word and deed, and a more than common unity of sentiment, I doubt not but that in a short time we will have schools which will compare well with the most favored parts of the state, despite the many serious disadvantages we labor under, disadvantages which people in towns, thickly settled and inland neighborhoods seldom feel.

The majority of the male population here are engaged in maritime affairs. Their business necessarily calls them away from home the greater part of the year ; often they are enabled to be at home not more than one month in twelve, and it

requires no proof farther than the simple statement of this fact, to convince you that where a parent is nearly all the time away from home, that he is where he cannot have his children under his eye, to see that they attend school, and to see that the schools themselves are of a proper character, and above all unable to give them instruction and advice at home, that the people here labor under peculiar disadvantages.

You are doubtless aware that in any community where the majority of the people follow a sea-faring life, education is almost necessarily, backward. Personal observation has satisfied me of the truth of this. From Maine to the Rio Grande, I cannot recall to mind a sea-faring community, where education will bear a comparison with that of people in other avocations in the same vicinities. Even Massachusetts and Connecticut with all their envied advancement, with their school laws so admirable in many respects, with the multiplicity of their pretty and convenient school houses, and their good schools, stand no better than other states in this respect.

But it is not that the hardy mariner feels a lack of interest, that he is oftentimes behindhand in education, but it is that the necessities of life call him where he has no chance of improvement. Even the advantage which the most unfortunate laboring man on shore possesses of being able to devote his evenings to self improvement is generally denied to any sailor who may wish to strive for it; at sea the wheel and the lookout claim his whole attention; in port when his days work is done, he finds himself in the cabin or forecastle surrounded by the wrong kind of company, with no opportunities of retirement or of giving the necessary attention required in attaining knowledge.

And as our sea-faring men, in their dealings with people all along the sea board of the country, have ample opportunities of seeing the advantages which education gives everywhere, they not only feel its loss keenly themselves, but they scarcely ever visit home without evincing a determination that their children shall not suffer as they have suffered from its depri-

vation, but shall as far as their means go, have every advantage which learning can give.

Had they the means, I am convinced from the interest they always show, coupled with that generosity a sailor is always famed for, our schools would be hard to surpass in any section of the state. And I speak thus positive in their behalf from another fact. In other communities where people possess a decided interest in schools, insurmountable obstacles to their welfare are presented in wrangling and disputing about unimportant details. It often occurs that just as things appear to be right to carry into effect a commendable system of education; some one discovers a defect in the details of the plan and forthwith the community is set by the ears, discord created and all unity of action, so very necessary in school affairs, especially out of cities, is at an end. But in a community where the majority of men are away, were they ever so much disposed, their absence would of course prevent their disputing about trivial details. What they demand is, good schools, or in default, as *good schools as can be had*. They entrust its details to men at home in whom they have confidence, and though they often differ with them in plans, yet a knowledge that schools cannot be carried on to suit everybody, and above all a spirit of conciliation leads them to agree as far as possible to harmony of action.

As to that part of our community whose avocations allow them to remain at home, I cannot forbear expressing my gratification at the zeal they so generally exhibit in the cause of education. With them as with seafaring men, their appears to be a determination, manifesting itself to place our schools on as good a foundation as, all things considered, any schools in the state.

It cannot be denied though that as the cause of education progresses many, too many, are found throwing obstacles in its way, who shudder at the idea of children knowing more than parents did at the same age, and for aught one knows grieve for a return of "the good old days," when a man who

had any learning was esteemed a wizard or knave, "fit to be hung with his pen and ink horn about his neck," when the knowledge which a woman possessed beyond her own house was perhaps limited to knowing what dress her neighbor last wore in public, or what scandal she had committed; when folks could read their mother tongue and the Choctaw bible with equal fluency, and to whom the mysteries of common writing were puzzling as Egyptian hieroglyphics. I am well aware that no sane person openly expresses a desire for the dark days of superstition and ignorance, to return, but I am also fully aware, that the means which many wish to see adopted with reference to education would if carried out bring many of the evils of those days upon us.

Selfishness, heartless selfishness, if nothing worse, leads some to oppose any plan for the general diffusion of learning. But such people form so inconsiderable a minority, that fortunately they are incapable of doing any harm.

As to schools, teachers, school houses, &c., in our township; throughout the past year the schools have been better attended and better supported than at any past time. The public funds, (the state apportionment and township tax,) have paid at least one half the tuition the year round.

The teachers generally, have been better qualified than usual, though in some cases, not in all things such as would be desired. With reference to school houses, there has been no alteration as yet, save that in one district the people have commenced building a commodious one, and in another, a new one, larger and on an improved plan will probably be put during the coming year.

The wish of the people appears to be in favor of free schools. In regard to what authority should license teachers, there is sometimes a little difference of opinion. Where teachers are continually roving about, and throughout the country districts they are generally of that class, it would doubtless be best to have licenses issued at Trenton or the county seat.

For in school districts, by the time trustees and superinten-

dents get sufficiently acquainted with them from trial, to judge of their capabilities, they leave for some other place. In many cases the present law is doubtless sufficient for all purposes.

EDWIN SALTER.

## WARREN COUNTY.

### GREENWICH TOWNSHIP.

In making a report to the superintendent of the state at this time of the school year, it must of necessity be quite superficial, especially the financial part of it. In my opinion, it would be far better could this report embrace the official school year, rather than the legislative year.

Now I have not received any of the money raised by taxation, nor have I yet received the last half of the state appropriation.

One alteration ought to be made by the legislature in the school law or tax law, to insure permanency to some of our schools, that is to require each and every township in the state to raise an equal amount of money by taxation for the support of schools, say two dollars a scholar for every child in the state between the ages of five and eighteen years. Three dollars seems to be too much and a dollar and a half is found to be too little, now as we have tried both three dollars and one dollar and a half in our township, I think we can testify to our wants. It is also found to be very inconvenient to keep up those schools along the borders of the townships where a part of a district is in one township and a part in another, and one township has raised money, while the other has raised none. It makes a great deal of trouble, and I am of the opinion that the law should be changed.

JOHN LEAVITT.

## INDEPENDENCE TOWNSHIP.

I have made twenty-two visits to the schools, and examined and licensed eleven teachers. The schools in general are tolerably well conducted.

The best school in the township is the one in district number one. This is a good school. The discipline is good, and the instruction appears to be thorough. Although the inhabitants in the different districts are not indifferent to their schools, yet there is more interest needed in their schools, in order to their proper advancement and prosperity.

I think that the cause of education is on the advance in this township. And there is certainly great room for improvement. Some of the teachers here are not only moral but religious, and it is hoped that the time will come when more such will be found teaching the young, when more true christian instruction will be given in our common schools, and a greater interest taken in them by the people, and when these schools will be, by the blessing of God, in a more flourishing state.

I have endeavored to give you as full a report as I could, having endeavored to follow the law, and the heads upon which your predecessor in office requested information in his remarks bound up with a copy of the law published in eighteen hundred and forty-seven.

EPHRAIM SIMANTON.

## KNOWLTON TOWNSHIP.

In reviewing the condition of our public schools for the last few years in this township, and comparing them with their condition at present, the comparison evidences considerable improvement. There certainly is manifested by our people, gen-

erally, not only a greater amount of interest in behalf of the cause of popular instruction, but there also exists more liberal and enlightened views with regard to what constitutes a good common school education. Formerly, it was the practice to employ teachers of the most imperfect qualifications, provided they would teach cheap. If the occupant of the teacher's chair could "read, write and cipher to the rule of three," this was all, as a general thing, that our parents required. But thanks to the efforts of the friends of public schools, this doctrine of cheap teaching is becoming obsolete. Our people now, very generally, require of our teachers not only a thorough knowledge of the elementary branches, but the capacity of imparting a knowledge of the higher branches of an English education.

We also require of our teachers a higher standard of character than formerly. The sentiment is very general among our parents and employers that the man to whose guiding hand is committed the youthful and plastic mind of the child, should not only possess a refined and enlightened mind, but that his habits, character and principles should be stamped with moral purity.

But while the general state and condition of our schools, when compared with what they formerly were, afford cause for congratulation, yet they are very far from what they ought and should be. Our school houses are not as sufficiently built as they should be, too little attention being paid to their comfort and convenience. They are nearly all built of wood, having only one room and no play ground attached.

We have some teachers who are an ornament to the teacher's desk, and who rank high in their calling. But we have others who, but for the smallness of the districts in which they are employed, could not have obtained license to teach. This evil of small districts seems to be inseparable from the system; and the only hope we entertain of seeing it remedied is by the establishment of free schools.

We had during the summer about half male, the other half

female teachers. The latter are being very generally employed during the summer months.

Some of our districts have availed themselves of the provisions of the supplement to the act to establish public schools, and have got their districts incorporated, in order to prevent any alteration of their boundaries, which, in some instances, creates dissatisfaction.

The act appears to be very imperfectly drawn, and needs amendment, especially that section (tenth) which relates to incorporated districts. It declares that such districts shall not be altered nor abolished except by consent of a majority of the taxable inhabitants of the district. But how is that consent to be obtained? The act does not say whether by a vote of the district at a public meeting called for that purpose, or otherwise. If by a public meeting, who is to call it, the trustees or superintendents?

JEHIEL Y. KERN.

#### PHILLIPSBURG TOWNSHIP.

On my re-election, last spring, to the responsible office of town superintendent of public schools, I commenced my labors with the laudable intention of making this the banner township. Being satisfied that no amount of money *alone* could elevate the standard of common schools, I resolved to grant license to none but such as were able to bear a thorough examination in the various branches usually taught in the best class of public schools.

This resolution I resolved to carry out, but soon found to my great mortification that comparatively few applicants came up anything near what should be considered a proper standard for a good teacher. The schools have, however, been pretty generally supplied with competent teachers. Teachers complain much of a want of a suitable compensation for their ser-



vices; but my experience has pretty clearly proven to my mind, that the compensation has at least, been equal to the amount of talent and experience generally found in the great majority of those who offer themselves as teachers of public schools. Many there are, without any definite object in view, who obtain a mere smattering of a few branches, and then thrust themselves out upon the public, calculating to astonish the natives in some of the "rural districts," but when their qualifications come to be tested, as they always should, before being employed, they are found wanting. I have long been of the opinion, that for the successful elevation of our common schools, more depends on the judicious superintendency of them, than on the amount of money appropriated. In the examination of candidates for license, the superintendent should not allow his feelings of personal friendship to bias his mind in their favor, inasmuch as he is acting for the public welfare, and may justly be recognized as the guardian of the children who attend the public schools. To officially pronounce an individual incompetent for the office he has sought to fill, is uncongenial to a sensitive mind; yet, in order to fill our schools with good teachers, this sometimes, has to be done, however, unpleasant it may be. For I hold it to be more economical to suspend the schools for a short time, than to employ incompetent teachers—the money will not be thrown away without any good accruing to the children.

With regard to the public sentiment of this township, in reference to public schools, I look upon it as being entirely favorable. The unanimity with which the people voted to raise a sufficient amount of money for the support of common schools last spring, may be regarded as a favorable indication that they appreciate the objects of public schools—the intelligence of the rising generation—the complete amelioration of their social condition—their relations to mankind—to their country, and their God.

The inhabitants of the village of Phillipsburg, constituting school district number one, last spring availed themselves of

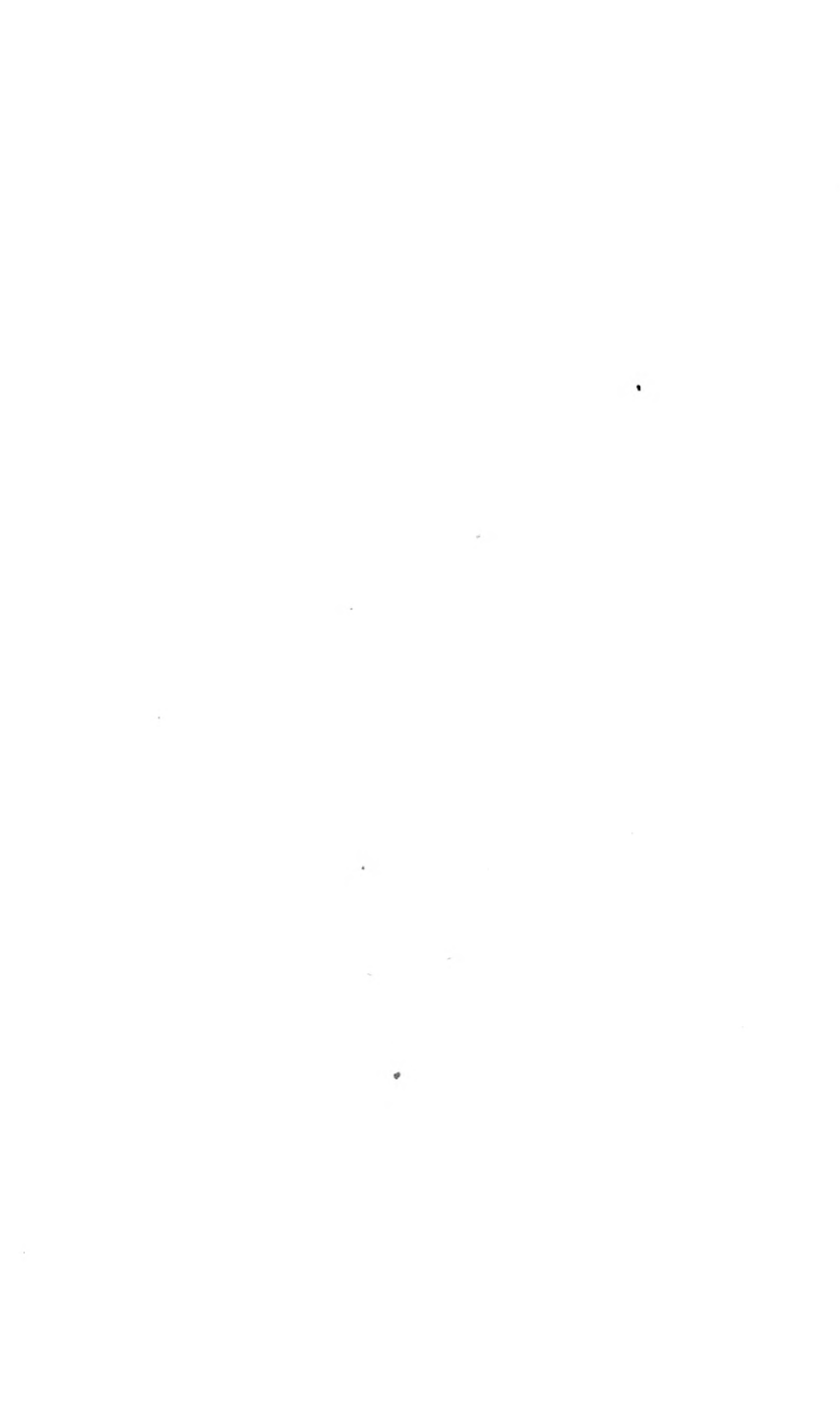
the act of incorporation in our school law, and accordingly the trustees called a public meeting for the purpose of raising money to build a new academy, which was actually needed to supply the growing demands of this thriving village. The meeting was largely attended, and as an evidence that the people were willing to be taxed for so worthy a cause, there was but one negative vote cast at the meeting. The trustees purchased a lot and entered into contract for the erection of a brick building sixty-five by twenty-six feet, and two stories high, with the windows to let down from the top, in order to give free ventilation to the school rooms. This building is finished in modern style, with play ground attached, and reflects great credit on the trustees, and the citizens of the district generally. Two schools have been kept open in this district during the season—one by a male and the other by a female teacher. One new district has been formed out of parts of this and the adjoining township, and a new brick school house erected thirty by twenty-two feet, finished in good style—a decided improvement on the most of our former school houses. Thus you see, we are making some progress in the good cause ; the people are becoming awake to the importance of building their houses for public instruction, not only with reference to durability, but to the health and comfort of the children who are obliged to spend much of their time within their walls ; thereby throwing a charm around the school room, and offering greater inducements to children than merely going there to sit on a bench and say “ A.”

The schools have been principally free, the teachers being employed by the month, at a compensation averaging from fifteen to thirty-five dollars per month. They have been regularly visited, and carefully examined as to the mode of teaching, government, and progress of the children ; and from all the observations I have been enabled to make, I hesitate not to say that they are in good condition, and the people generally seem to be more and more awake to the importance of

the universal education of the masses in our common schools, believing that knowledge is power, that an intelligent and enlightened community is the result of good primary schools, that they are the bulwarks of our national greatness. It is to be hoped that, instead of relaxing our efforts in this glorious cause, increased exertions will be made to place them on a permanent basis, a monument for the admiration of future generations until the latest of time.

J. R. LOVELL.









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